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St. Joseph's College for Women

Catalogue • 1969-1970

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222 Clinton Avenue

Brooklyn, N. Y. 11205



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Communications Directory

The Post Office address of St. Joseph's College for Women is:
245 Clinton Avenue, Brooklyn, New York 11205
Telephone: MA 2-4696

Communications should be addressed to the proper office as indicated below:

General College Policies and Interests President

Academic Matters Academic Dean

Extracurricula and Student Affairs Dean of Students

Applications and Admissions Director of Admissions

Transcripts and Records Registrar

Business Affairs Business Officer

Publicity Director of Public Relations

Development Director of Development

Student Personnel Services Director of Student Personnel Services

Alumnae Matters Executive Secretary, Alumnae Association

The Office of the Registrar is open on school days from 9 a.m. to 5 p.m. It is not opened on Saturdays. From June until September the Registrar's Office continues open Monday through Friday from 10 a.m. until 3 p.m.

St. Joseph's College for Women

Founded 1916

Catalogue • 1969-1970

Brooklyn, New York 11205

1969-1970

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Academic Calendar • 1969-1970

1969

September 8-12	Freshman orientation
September 12	Mass of Holy Spirit
September 14	Investiture of freshmen
September 15	Opening of fall semester
October 2	Founder's Day
October 12	Columbus Day (Holiday)
November 4	Election Day (Holiday)
November 26	Thanksgiving recess begins at 6 p.m.
December 1	Classes resumed
December 8	Immaculate Conception (Holyday)
December 19	Christmas recess begins at 4 p.m.

1970

January 5	Classes resumed
January 8	Study Day
January 9-17	Final examinations
January 18-25	Intersemestral recess
January 26	Opening of spring semester
February 12	Lincoln's Birthday (Holiday)
February 23	Washington's Birthday (Holiday)
March 17	St. Patrick's Day (Holiday)
March 25	Easter recess begins at 4 p.m.
April 6	Classes resumed
May 1	St. Joseph, the Workman (Holiday)
May 7	Ascension Day (Holyday)
May 20	Study Day
May 21-29	Final examinations
May 31	Baccalaureate exercises
June 3	Commencement
June 22	Opening of Summer Session
July 31	Final examinations and close of Summer Session



The College

Aims

St. Joseph's College for Women seeks to develop an intellectually and spiritually mature Catholic woman with a solid basis in the liberal arts for her future life's work. She will also be well aware of her duties to God and her responsibilities to humanity in the contracting limits of our modern world.

Philosophy

St. Joseph's College understands a liberal education as one which develops an intellect disciplined by learning, a faith strengthened by conviction, and a personality enriched by contact with philosophy and art. To this end the members of the faculty dedicate themselves to guiding students in developing their potentialities to the fullest extent. The College motto is *Esse Non Videri*: To Be, Not to Seem.

History

In October 1916, the Sisters of St. Joseph opened St. Joseph's College for Women in a private house at 286 Washington Avenue with an enrollment of twelve students. Two years later the College moved to the Pratt Mansion on Clinton Avenue, and in 1920 the first commencement was held. In 1921, His Excellency, Most Reverend Thomas E. Molloy, Bishop of Brooklyn, appointed Reverend William T. Dillon professor of philosophy at the young and rapidly growing woman's college. In 1928 the Middle States Association granted recognition to St. Joseph's College. Under the leadership of Monsignor Dillon the College acquired a permanent charter from the New York State Board of Regents in 1929. January 1930 marked the dedication of the Main Building, and the Pre-school opened in October 1934. When Monsignor Dillon retired as president of the College in October 1955, Monsignor Francis X. FitzGibbon, long-time dean of the College, served as interim administrator until Sister Vincent Thérèse assumed the responsibilities of the presidency in 1956. Under the leadership of Sister Vincent Thérèse the first part of a long-term building campaign was brought to a successful conclusion with the opening of McEntegart Hall in 1965 and the Dillon Child Study Center in 1968. In July 1969 Sister George Aquin O'Connor was appointed president of the College.

Location

Located in the Clinton Hill section of Brooklyn, St. Joseph's College, an urban college with a campus, offers easy access to all transit lines, to the Long Island Expressway, to all bridges in Brooklyn, Manhattan, and Queens, as well as to the Verrazano-Narrows Bridge to Staten Island. This convenient location brings students from every part of the metropolitan area, Long Island, the Bronx, Staten Island, and New Jersey to the College each day where they enjoy the freedom of campus life while they profit at the same time from all the cultural advantages of New York City. Within the space of one half hour the student leaving St. Joseph's College may find herself in the Metropolitan Museum of Art, the 42nd Street Library, Carnegie Hall, the Lincoln Center, the Broadway theatre district, the off-Broadway theatre district, Madison Square Garden, or Shea Stadium. The College itself stands in the center of one of the nation's most varied academic communities consisting of eight colleges within a two-mile radius of each other. St. Joseph's College jointly sponsors many academic and social functions with these nearby colleges and universities.

Facilities

The Main Building

The Main Building contains administrative offices, a student lounge, an auditorium, and an art gallery. The gymnasium occupies the basement of this building and classrooms are distributed on the three main floors of the quadrangle. The physics and chemistry laboratories are situated on the third floor and the biology laboratories are located on the second floor along with the Little Theatre which is used by the Speech Department.

"245" Building

The numeral indicates the address of the original College building which has traditionally been designated the "245" Building. The guest quarters, parlors, and a private dining room are here. The "245" Building is also the home of the College Chapel where students may attend daily Mass and participate in the liturgy of the Catholic Church.

The Student Activities Building

This four-story building, purchased by the College in 1963, was renovated for the exclusive use of the students and their organizations. At the request of the students, study rooms equipped with typewriters are available in addition to rooms where student groups may hold meetings and discussions. Seminar sessions are also conducted in this building. It is here, the meeting place for the Undergraduate Association members and its Council officers, that the decisions and the means of implementing the decisions of a democratic system of student government come into being.



Lorenzo Hall

Lorenzo Hall, located at 265 Clinton Avenue, provides office space for the academic departments. Furnished with departmental libraries, the offices are frequently used for department conferences and informal discussions. The psychology laboratory is located on the first floor of Lorenzo Hall.

The Library

Named in honor of His Excellency, Most Reverend Bryan J. McEntegart, the fourth Bishop of Brooklyn, McEntegart Hall opened for service on February 8, 1965. Four spacious reading areas with a reader capacity of 306 including 85 individual study units, book shelves for 200,000 volumes on four stack levels, and a curriculum library provide an environment for excellence. In addition McEntegart Hall contains audiovisual, listening, and microprint rooms; a language laboratory, a chapel, and eight classrooms; dining areas; and faculty and student lounges. At present the library collection consists of over 65,000 volumes and more than 500 current magazine and newspaper subscriptions; filmstrips, recordings, slides, and pictures supplement the book collection. Among its special services the library includes various abstracting services such as *Chemical Abstracts*, *Biological Abstracts*, *Science Abstracts*, *Psychological Abstracts*, *Historical Abstracts*; a microprint collection, consisting of out-of-print books and journals; *The Catholic News* from 1888 to date, and *The New York Times* from 1946 to date. The library staff has also entered into special cooperative arrangements with the librarians of the ten institutions of higher learning located within a mile radius of St. Joseph's College. The library is open daily from 8:30 a.m. to 6:00 p.m. Schedules for Saturday, holidays, and summer sessions vary with the needs of the students.

Dillon Child Study Center

Named in honor of Right Reverend Monsignor William T. Dillon, late President of the Faculty and founder of the Child Study Department and its Laboratory Preschool, the Child Study Center opened on November 4, 1968; the Center evidences the continued expansion of the College's program and its commitment to the Brooklyn community.

The modern two-story structure is located on the far end of the Mall, along Vanderbilt Avenue.

The first floor contains an all-purpose room and the office of the Director of the Center, offices for her secretary, the school nurse, and four staff offices. Three Preschool classrooms, each with its own observation booth, are located on the second floor, as well as three testing rooms, three remedial rooms, and two therapy rooms. The new facility have been planned to allow for future expansion to a third floor.

The Center has made possible a larger enrollment of Preschool children. Greater participation by the undergraduates is also possible; there are more classes, allowing for greater distribution of time of observation, and the three booths accommodate more observers at any one time. The all-purpose room is

used for undergraduate courses requiring special materials and for science, mathematics, music, art, and social-science methods courses; the room also facilitates the growth of auxiliary programs that were formerly limited for lack of space. Interinstitutional cooperation can grow: many more groups, such as those from nursing schools and teachers' institutes, will be able to visit and share experiences with both faculty and undergraduates.

The testing rooms, remedial reading rooms, and special speech therapy rooms with audiometric equipment are available for the use of undergraduates who must gain experience in testing children and for speech majors studying speech therapy. The testing rooms allow for increased service to the community and local public and private schools that send children to St. Joseph's for testing and consultation.

The Mall

On the mall adjoining the main faculty house is the Thomas E. Molloy Memorial Outdoor Theatre, dedicated to the memory of Brooklyn's third bishop. To the right of this theatre is the Sports House. Outdoor play equipment for the Preschool occupies the southern end of the campus.

Accreditation and Memberships

Accreditation

The College is accredited under the:
Middle States Association of Colleges and Secondary Schools
Department of Education of the State of New York

Membership

The College is a member of the:
American Association of University Women
American Council on Education
Association of American Colleges
Association of Colleges of the State of New York
College Entrance Examination Board
Conference of the Catholic Colleges and Universities of the State of New York
National Catholic Educational Association
National Commission on Accrediting



The Student

Student Government

Committed to the belief that the aims of a liberal education may best be achieved by sharing the responsibility for them with the students, the faculty and administration of St. Joseph's College grants the students a high degree of self-determination in extracurricular affairs. Since the ratification of the Undergraduate Constitution in 1922, all student power has been vested in that association. At general monthly meetings, the Senate, the legislative body of the Undergraduate Association, presided over by its president, debates and decides questions of extracurricular policy. Acting as the executive and administrative agency of the association, the Student Council holds weekly meetings and possesses the right to represent the Undergraduate Association in all extracurricular matters.

One of the most notable powers of Student Government at St. Joseph's is its control of student finances. Upon the presentation of budgetary requests from various clubs, the Student Council allocates funds from the general treasury created by the activities fee paid by all students. All extracurricular activities existing in the College as well as those which call for intercollegiate participation receive their financial support from these funds. Co-curricular clubs, adjuncts of various departments, also receive any necessary funds from the student treasury.

In the academic area, the students have the privilege of the honor system under which they administer unproctored examinations. Since the students also administer the attendance regulations a student committee hears and decides appeals on excessive absences of lowerclassmen. Upperclassmen are currently assuming full responsibility for their attendance at class.

By sharing responsibility within a democratically organized college community, the faculty and administration of St. Joseph's College believe that the students will learn to meet the challenge of intelligent participation in the larger communities of the nation and the world.

Freshman Orientation

The week preceding the opening of the fall semester is set aside for the orientation of the freshman class. The program, planned to facilitate the adjustment of the entering students, includes conferences, social activities, course registration, and psychological and reading tests. The orientation is continued during the semester through the Peer Counseling Program.



Religious Life

The religious life of St. Joseph's is integrated with the ideals of the College. In this spirit, it is conceived to be the personal concern of the student. The faculty regards its function in the general scheme as one of service, not coercion.

A student committee, the Christian Development Council, serves the student body by initiating and coordinating religious activities. The clerical members of the faculty are pleased to be guided by undergraduate opinion as expressed by the council. This applies only to those phases of religion that are not curricular.

The students are provided with the ordinary exercises of religious devotion, including daily Mass. A number of other devotions are carried out according to the liturgical year.

Guidance

Through individual interviews with a member of the Faculty Counseling Committee, department chairmen, and the Director of Student Personnel Services, the student is assisted in understanding herself, in evaluating her potentialities, and in planning her college course in the light of her past achievements, her vocational and personal interests, and her special aptitudes. The opportunities provided by the College, together with the curricular requirements, are explained to enable the student to adapt more readily to college life.

An important function of the Student Personnel Services Office is to help the student clarify her occupational aims by providing adequate information concerning opportunities in the various fields. The Director is prepared to provide data concerning graduate work, including opportunities for graduate scholarships. The office also provides placement services.

The services of the Office of Student Personnel are available at all times to all students in the College. Every student is interviewed in her freshman year and is free to consult the office as often as her needs and interests demand.

Health Program

The aim of the health program is to develop an awareness of the necessity of good health habits for the full enjoyment of an active life.

Each student receives a thorough physical examination in her first semester at the College. Serious conditions are referred to a private physician, but a conference with the Health Director of the College guides the student in the measures necessary to remedy minor health deficiencies.



Admissions and Finances

Procedure for Application

Application for admission by all qualified students regardless of race, creed, color or national origin to the freshman class should be made during the senior year in secondary school, preferably in the seventh term. Application blanks may be obtained from the Director of Admissions. Complete application includes evidence of fulfillment of secondary school requirements, the Scholastic Aptitude Test and the English Composition Achievement Test, administered by the College Entrance Examination Board, and a recommendation from the principal or guidance counselor of the secondary school attended. Although a personal interview is not required as part of the admissions procedure, candidates are advised to arrange for such an interview with one of the admissions officers. Appointments should be made through the Admissions Office, which is open from 9:00 a.m. to 5:00 p.m. on weekdays. If possible, visits should be planned during these hours.

Secondary School Requirements

Candidates for admission should complete a four-year course in an accredited secondary school. The sixteen units listed in the following table are basic requirements for admission. A unit signifies any subject pursued four or five times a week for one scholastic year.

Prescribed Units

English	4	American History	1
Languages	3	Science	1
Mathematics	2	Electives	5

Electives

Credit will be given for additional work in history, science, mathematics, languages, and accredited courses in music, art, and speech.

Mathematics Requirement

While two years of college preparatory mathematics are required for admission, three or four years of college preparatory mathematics are suggested for those who plan to major in mathematics, chemistry, and biology, and for pre-medical students.

Language Requirement

The College sets as its standard three years of study in one language, or two years of study in each of two foreign languages. A large proportion of students present six units of study in foreign languages, and this is advisable for those students who wish to major in a foreign language. Latin is acceptable as one of the languages for admission.

History Requirement

For admission to the freshman class, St. Joseph's College requires one year of American history and at least another year of social studies.

Science Requirement

A one-year course in science on the secondary level fulfills the requirement for entrance to the College. Those students, however, who desire the science major or the premedical course will find two or more years of science on the high school level a better preparation.

Exemption from Secondary School Admission Requirements

Admissions officers at St. Joseph's College are willing to consider the applications of students whose college preparation may vary from the above pattern but who give evidence of their ability to do college work.

Entrance Examinations

Every candidate for admission to the freshman class must take the following College Entrance Examination Board tests:

1. The Scholastic Aptitude Test
2. The English Composition Achievement Test

The College Entrance Examination Board issues without charge a *Bulletin of Information* explaining the details of the administration of these tests. This bulletin contains:

1. Rules regarding fees, application, and reports
2. Rules for the conduct of tests
3. Advice to candidates
4. Sample questions
5. Lists of examination centers

Entrance Examination Procedure

When the candidate sends to the College Entrance Examination Board for an application for registration, this application should be accompanied by the appropriate fee:

Scholastic Aptitude Test	\$5.50
The English Composition Achievement Test, which is required, plus two additional achievement tests, which may be taken on a single date	\$8.50
Late Registration Fee	\$3.00

Applications for tests, fees for tests, and the *Bulletin of Information* should be addressed to:

College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

The scores on the Scholastic Aptitude Test and the English Composition Achievement Test will be forwarded to the colleges listed on the candidate's application. St. Joseph's College will in turn notify the candidates of the action taken upon their application for admission.

During the academic year 1969-1970, the testing dates as well as the final registration dates for application for the Scholastic Aptitude Test and the Achievement Tests are:

<i>Application Without Penalty Fee</i>	<i>Application With Penalty Fee (\$3.00)</i>	<i>Test Date</i>
October 1, 1969— SAT Only	October 15, 1969— SAT Only	November 1, 1969— SAT Only

SAT and Achievement Tests

November 5, 1969	November 19, 1969	December 6, 1969
December 10, 1969	December 24, 1969	January 10, 1970
February 4, 1970	February 18, 1970	March 7, 1970
April 1, 1970	April 15, 1970	May 2, 1970
June 10, 1970	June 24, 1970	July 11, 1970

Application for the College Board tests must be filed at least six weeks in advance of the test date.

Final Filing Date

The final date for filing an application for admission to St. Joseph's College is May 1.

Early Decision Plan

St. Joseph's College will take action on applications of well-qualified students up to December 15 of their senior year. Under this plan, students wishing to make early application will receive immediate decision after the College has received the following credentials:

1. High school record and rank in class
2. Recommendation of the principal or guidance counselor
3. The scores of the Scholastic Aptitude Test and the English Composition Achievement Test administered by the College Entrance Examination Board

Candidates Reply Date

Students who have been accepted for admission to the freshman class have until May 1 to confirm their choice of St. Joseph's College.

Competitive Scholarships

St. Joseph's College awards her competitive scholarships on the following basis:

1. High school record
2. Scores on the College Board Scholastic Aptitude Test and the English Composition Achievement Test taken in December of the senior year
3. Recommendation of the principal of the secondary school
4. Interview with Academic Dean

Students who wish to be considered for the September 1970 scholarship awards must take the Scholastic Aptitude Test and the English Composition Achievement Test, administered by the College Entrance Examination Board on December 6, 1969. Application for these tests must be made on or before November 5, 1969, by writing directly to the College Entrance Examination Board. For procedure and fees, see "Entrance Examination Procedure," pages 16-17.

Advanced Placement

Students who have taken advanced placement courses in secondary school may apply for college credit. St. Joseph's College grants advanced placement and credit to able students on the basis of the candidate's score on the Advanced Placement Examination administered by the College Entrance Examination Board with the approval of the departmental chairman in whose field the advanced study has been done.

College Proficiency Examinations

St. Joseph's College will consider the application of candidates who wish to apply for credit or placement on the basis of the College Board's College-Level Examination (CLEP).

To help candidates earn credit in a subject in which they have achieved a mastery, the State Education Department administers College Proficiency Examinations covering subjects taught in college. These examinations measure the knowledge that would be expected of students who had completed these courses in college. St. Joseph's College will grant undergraduate credit to those individuals who meet its standards on these proficiency examinations. Application to take such an examination should be made to the State Education Department, Albany, New York 12224.

College Board Services and Programs

St. Joseph's College recommends that candidates consult the College Board publication, *The College Board Today—Organization, Services and Programs*.

Placement and Programming

During the first week in June the Modern Language Department administers the Modern Language Tests to the entering class to determine which students are to be placed in elementary, intermediate, or advanced classes in French, German, or Spanish. At this time a test is given by the Chairman of the Speech Department for placement in the required freshman speech course. Chairmen of specific departments will be available for interviews. Directives for programming for the first semester are given by the Registrar.

Transfer Students

Candidates who have maintained a good record at another college and who submit a satisfactory record on their secondary level performance will be admitted to the September sophomore or junior class. A candidate for admission with advanced standing, in addition to the Procedure for Application (page 00) must submit an official transcript of courses and credits from the college attended and a marked catalogue indicating the courses taken at the other institution. Closing date for application is March 15.

Statement of Costs

A remittance of \$15.00 is payable when the application is filed. The application fee is a service fee and is in no case returnable.

The fees for tuition include items of expense connected with the education of the student—registration, laboratory, library, etc. A fee of \$25.00 per semester is levied by the Student Council for the support of student-organized activities.

Annual Fees

Tuition and Fees	\$1200 per year (\$600 per semester)
Student Activities	\$50 per year (\$25 per semester)
Make up Examination	\$10

No reduction or refund will be made for withdrawal except in case of protracted illness.

Tuition is to be paid in full for the fall semester by November 17 and for the spring semester by March 15. Pre-tuition payment of \$25.00 must be paid by the entrant on or before May 2. It will be credited on the bill issued at registration and is not refundable.

The College reserves the right to alter tuition charges and fees when such changes become necessary.

Scholarships

Through the generosity of friends a number of scholarships are offered to deserving students. Unless special conditions are named by the donors, the only requirement governing the awarding of a scholarship is that the candidates shall

have given evidence of high academic promise. It is understood that no candidate is eligible for a scholarship who has not satisfied the entrance requirements of the College. The College reserves the right to declare forfeit the scholarship of any student who fails to maintain an index of 3.

Competitive Scholarships

The Board of Trustees awards three competitive scholarships annually. One of these is in science and is awarded to a student who is a graduate of a high school in the Diocese of Brooklyn. Applicants for the scholarships must make applications to the College Entrance Examination Board for the December Scholastic Aptitude Test and the English Composition Achievement Test.

Full Perpetual Scholarships

Mary Doherty Scholarship
St. Angela Hall Scholarship
Nativity Parish Scholarship
Academy of St. Joseph Alumnae Scholarship
Bishop Bryan J. McEntegart Scholarship
Blanche E. Knauth Scholarship

Full Scholarships

St. Joseph's College Alumnae Scholarship
St. Joseph's High School Scholarship
Gilbert P. Murphy Scholarship

Partial Scholarships

The Rt. Rev. William T. Dillon Scholarship (4)
Fontbonne Hall Scholarship
Mary Louis Academy Scholarship
Archbishop Molloy Scholarship
Generoso Pope Scholarship
Governor's Committee on Scholarship Achievement Scholarship
St. Agnes Seminary Scholarship
Our Lady of Perpetual Help High School Scholarship
Blanche E. Knauth Scholarship

The sum of \$4,800 is sufficient to provide scholarship for a student for four years. The sum of \$24,000 is necessary for the foundation of a full perpetual scholarship.

Financial Aid Program

Partial Scholarships

An award of \$200 per year is given to entering freshmen on the basis of academic achievement.

Grants

Financial grants are determined on the basis of financial need and funds available. Students awarded grants are required to give a limited number of hours of service to the College.

All partial scholarships and grants are awarded for one year but are renewed on written request if the student maintains a good record.

Loans

St. Joseph's College for Women is a participant in the National Defense Student Loan Program established under Title II of the National Defense Education Act of 1958 (P.L. 85-864) and in the New York Higher Education Assistance Corporation Plan. Those interested in obtaining aid under this Program should first apply for admission to the College and also to the Chairman of the College Committee on Scholarships and Grants-in-Aid for proper loan application forms on or before January 1.

New York State Financial Assistance

New York State offers various types of financial assistance to qualified college students who are state residents. It is very important that students seeking such aid obtain full information and meet promptly each application deadline.

Scholar Incentive Program

Applications should be filed before July 1 for each academic year but will be accepted up to December 1. Applications for the spring semester only have an April 1 deadline. Annual application is required.

Regents College Scholarships for Undergraduates

Candidates should seek directions from their high school principal and/or guidance counselor.

Information on all the above may be obtained by writing to the Regents Examination and Scholarship Center, New York State Education Department, Albany, N. Y. 12204. Students seeking New York State guaranteed loans should apply to the New York Higher Education Assistance Corporation, 159 Delaware Avenue, Delmar, N. Y. 12054.



Academic Regulations

Requirements for Degree

Before a student may be recommended for graduation she must have satisfied the Faculty as to her character and her accomplishments in scholarship. She must also have attained an index of 2.

The credits required for the degree of Bachelor of Arts are as follows:

<i>Freshman Year</i>		<i>Sophomore Year</i>	
English	6	English	3
Fine Arts	2	Fine Arts	2
*Mathematics or History	6	*History or Mathematics	6
Modern Language	6	Modern Language	0-6
Philosophy	2	Philosophy	4
Physical Education	1/2	Physical Education	1/2
Science	8	Theology	4
Speech	2	Major and electives	15
Theology	2		<u>34 1/2</u>
	<u>34 1/2</u>		
<i>Junior Year</i>		<i>Senior Year</i>	
Philosophy	6	Theology	3
Social Science	3	Major and electives	26
Theology	4		<u>29</u>
Major and electives	17		
	<u>30</u>		

* Both one year of history and one year of mathematics are required.

A student may be granted extra hours provided her general average for the preceding semester warrants the exception.

Plans of Study

Each candidate for the B.A. degree before the completion of her freshman year must choose one of the following plans of study. The plans are designed in accord with the general objectives of the college to give a thorough background in the liberal arts as well as preprofessional training in teaching, medicine, law, or social work for those desiring it.

Plan A

Liberal arts course including required courses, major, and electives.

128 credits Allocation depends on the major.

Plan B

Liberal arts course including required courses, major, and electives. In addition, this plan offers preprofessional training in the field of education on the secondary level leading to State certification.

132 credits Allocation depends on the major.

Plan B'

Liberal arts course including a 24-credit area of concentration, a major sequence in Child Study, and student teaching at the elementary level. This plan offers an approved program of preparation for elementary school certification.

132 credits Allocation as suggested by following schema:

	Freshman	Sophomore	Junior	Senior	Total
	34½	35½	35	27	132
General education	32½	22½	15	3	73
including area concentration	0-8	6	8	8	24
Child Study	0	7	12	11	30
Electives	0	0	0	5	5
					132

Majors

Students selecting Plan A or Plan B must take a major sequence of 30 credits in one department. Those desiring training in education on the secondary level must make this selection before the completion of the freshman year.

Students who wish to teach from nursery school to the sixth grade level should elect Child Study as a major before the completion of the freshman year. They should also choose at this time their area of concentration of 24 credits so that it may be started as soon as possible.

Those desiring preprofessional training in medicine or law or a special two-year pre-nursing program should confer with the Academic Dean at the time of registration. To the prospective medical students the College offers the type of training recommended by the Association of American Medical Colleges,

that is, "a good foundation in the natural sciences, highly developed communication skills, and a rich background in the social sciences and humanities." The premedical student will be guided to plan the program that will best accomplish the above in the light of her natural interests and the specific requirements of the medical schools to which admission will be sought.

Change of Major or Plan

A student desiring to change her major or plan must obtain, on a form furnished by the Registrar, signatures of all chairmen of departments affected and of the Academic Dean. Permission to change a major or plan will not be granted once registration is completed. Any change of program made with the permission of the Academic Dean will incur a charge of \$2.00 for each course changed. Late course registration fee is \$2.00.

Auditing Courses

Matriculated students may audit courses with the consent of the instructor and the permission of the Academic Dean.

Nonmatriculated students pay the regular tuition for the privilege of auditing courses.

No credit is given for audited courses.

Withdrawing from Courses

A student desiring to withdraw from a course in which she is registered must obtain the permission of the Academic Dean, otherwise the student will receive the grade of F.

Credit for Courses Taken at Other Colleges

Students may take courses for credit at other accredited colleges while registered at St. Joseph's College. These courses are restricted in number. All students desiring permission must file, with the required signatures and within the time appointed, application forms which are provided for this purpose. No grade below C is accepted. This grade is not included in the student's cumulative index. Grades for courses taken at St. Francis College are included in the cumulative index.

Summer Session

A Summer Session is held to accommodate students who for a variety of reasons have indicated their interest in the program. Since nonmatriculated students are welcome during the summer, St. Joseph's College becomes co-educational for that period of the year.

Housed in air-conditioned McEntegart Hall, with classes scheduled during the late afternoon and evening hours, the Summer Session presents courses that are of the same caliber and content as those regularly offered during the year.



Examinations

A final examination is held at the completion of the work of each semester. Illness is the only excuse for absence from an examination. Students absenting themselves from any examination are expected to notify the College by telephone on the day of that examination. All requests for special examinations must be directed in writing to the Office of the Registrar within one week of the date on which the scheduled examination took place. A fee of \$10.00 is required for each late examination, and a "make-up" examination, for any reason at all, must be given no sooner than two months from the originally scheduled examination.

Examinations are administered under the Honor System by the *Student Committee on Examinations*.

Grades and Reports

<i>Grade</i>	<i>Percentage</i>	<i>Quality Point</i>
A	93-96	4.0
A—	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B—	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C—	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D—	60-62	0.7
F	Below 60	0.0

Academic Standing

The academic program of every student who fails in any semester to maintain an index of 2 is placed under the supervision of the Committee on Academic Standing composed of five faculty members. In helping the student to regain her academic equilibrium, the committee pursues methods that depend on the average the student has achieved. If a student continues in her academic deficiencies, her matriculation at St. Joseph's permanently ceases. A student who during any semester of her College courses has come under the supervision of the committee remains until her graduation under its jurisdiction with respect to all requests for extra hours and for summer school courses.

Honors

Dean's Honor List

Each October, announcement is made of a Dean's Honor List: a record of students in good standing who in the previous academic year have attained an index of 3.7 or higher.

Degree with Honors

Requirements for the award of degrees with honors include both academic and nonacademic qualification. The minimum academic requirement for degrees with honor in an index of 3.70 for four years. Faculty evaluation of nonacademic eligibility is expressed in judgments of socialization, leadership, and responsibility of the academically eligible candidates for degrees with honors.

Departmental Honors at Graduation

A general index of 3.00 and an index of 3.70 in the major field will be the minimum requirement. The faculty members of the department evaluate and vote on each academically eligible candidate as a whole person worthy of honors.

Honor Societies

Delta Epsilon Sigma

St. Joseph's is one of the founding colleges of Delta Epsilon Sigma and is the headquarters for the Epsilon Chapter. This is a national organization for graduates of Catholic colleges and includes more than sixty chapters throughout the United States. Membership as set up in the original charter is based upon scholarly attainment and evidence of high character. It embraces members of the faculty, alumnae, and undergraduates.

Kappa Gamma Pi

Kappa Gamma Pi is a national honor society for Catholic colleges for women. St. Joseph's was also one of the original members of this organization. Students who graduate in the highest tenth of their class are eligible for consideration of their nonacademic qualifications for election.

Sigma Iota Chi

Membership in the College honor society, Sigma Iota Chi, known as General Honors, is based on academic performance as well as upon outstanding qualities of mind and character. Students who meet the specified requirements are granted membership in Sigma Iota Chi for one year. A student who holds membership for three years becomes a permanent member of the society and receives from the College the key of the society.

Qualifications for Membership in Kappa Gamma Pi and Sigma Iota Chi

The Faculty Committee on Honors elects students to membership in these two societies following a study of academic and nonacademic qualifications. A student with an index of 3.67 qualifies academically. Only grades earned at St. Joseph's are considered in the computation of averages for honors. In addition to the academic qualifications for eligibility the College evaluates the student as a well-socialized individual, possessed of qualities considered to be attributes of one who in the best sense may be considered representative. Assess-

ment of the qualities of socialization, leadership, and responsibility of each academically eligible candidate is made by the faculty and a special student committee.

Attendance

Students are expected to attend regularly and punctually all classes in which they are registered.

Class attendance of freshmen and sophomores is under the supervision of a Student Attendance Committee. Upperclassmen are responsible for their own attendance.

Attendance regulations are published in the *Student and Faculty Handbooks*.

Withdrawal from the College

Students who plan to withdraw from the College should notify the Academic Dean in writing.



Courses of Study

Biology

Sister Mary Beatrice Schneller, Ph.D., *Chairman*; Sister Rose Catherine Stevens, M.S.; Carol J. Hayes, M.S.

The biology courses are designed to contribute to the student's general understanding of the nature and interrelationship of living things. Courses for majors carry the additional aspects of providing a background for graduate study and for vocational needs.

Departmental Requirements

Students who attain a minimum grade of C in General Biology may elect a major in the department.

General Biology is a prerequisite for advanced courses in biology.

Continuation as a major depends on maintaining a C in each course taken in the department.

Plan A students must take 24 credits in biology, not including General Biology; Chemistry 1 and 2 or 3 and 4, 22, 30 and 31; Physics 1 and 2; Mathematics 12 and 13, 15 and 16.

Plan B students must take 24 credits in biology, including General Biology; Chemistry 1 and 2, or 3 and 4; Physics 1 and 2; Earth Science 1 and 2.

Biology 1 GENERAL BIOLOGY

Introduction to general principles of biology as a source of general enrichment and as a preparation for advanced work in biology.

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Fall

Biology 2 GENERAL BIOLOGY

Continuation of the study of general principles.

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Spring

Biology 3 GENERAL BIOLOGY

Fundamental principles of biology in the light of modern developments.

Prerequisite: Department approval

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Fall

Biology 4 GENERAL BIOLOGY

Continuation of fundamental principles.

Prerequisite: Department approval

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Spring

Biology 20 VERTEBRATE HISTOLOGY AND MICROTECHNIQUE

Microscopic anatomy of the fundamental tissues and organs of the vertebrates. Practice in the basic techniques involved in preparing tissues for microscopic study.

1 lecture, 6 hours laboratory a week, 1 semester, 4 credits

Biology 24 MICROBIOLOGY

An introduction to the fundamental principles governing the biology of bacteria, viruses, rickettsiae, yeasts, and molds. Special consideration given to a study of immunity, pathogenic varieties, antibiotics, and chemotherapy.

2 lectures, 4 hours laboratory a week, 1 semester, 4 credits

Biology 27 VERTEBRATE EMBRYOLOGY

The ontogeny of the frog, chick, and pig, introduced with a study of spermatogenesis, oogenesis, fertilization, and cleavage.

2 lectures, 4 hours laboratory a week, 1 semester, 4 credits

Biology 32 BIOLOGY OF VERTEBRATES

A comparative study of the types of vertebrates.

2 lectures, 4 hours laboratory a week, 1 semester, 4 credits

Biology 36 GENETICS

A study of the laws of heredity and variation, including a consideration of their application to modern problems; physiological and developmental genetics, human inheritance, radiation genetics, evolution.

3 lectures a week, 1 semester, 3 credits

Biology 37 GENETICS LABORATORY

An investigation of the techniques and procedures employed in basic genetic research.

Prerequisite: Biology 36 (may be taken concurrently)

2 hours laboratory a week, 1 semester, 1 credit

Biology 38 SEMINAR

A consideration of the development of biological thought with special reference to problems of current interest and their interpretation in the light of fundamental biological principles.

Required of majors in their junior year

1 hour a week, 1 semester, 1 credit

Biology 43 CELL BIOLOGY

A correlation of the structural aspects of the cellular organelles with their biochemical function in both procaryotes and eucaryotes, including considerations of nucleocytoplasmic relationships, cell-environment interactions, action potentials, and examples of extreme specialization among cells.

Prerequisite: Permission of the instructor

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits

Biology 44 PHYSIOLOGY

A study of the vertebrate physiology with particular reference to the mechanics of circulation, nutrition, neuromuscular activities, and sense perception.

2 lectures, 4 hours laboratory a week, 1 semester, 4 credits

Biology 50 HONORS COURSE

A laboratory course designed to give the qualified student in her senior year an opportunity to investigate problems related to biological research.

Prerequisite: department approval

6 hours laboratory a week, 1 semester, 3 credits

Child Study

Sister Margaret Louise Shea, Ph.D., *Chairman*; Sister Alice Francis Young, M.A.; Sister M. Leonie Conk, M.A.; Sister Miriam Honora Corr, M.A.; Elizabeth Balfour, M.A.; Eleanor Harrington, Ph.D.; Althea Nolan, M.S.; Sister Jean Marie Amore, M.A.; Joan Davis, M.A.; Anne McBrearty, B.A.; Joan Bachi, B.A.; Dorothy A. Quinn, B.A.; Thomas Hiler, M.A.; Sister Helen M. Kearney, B.A.; Margaret Mohan, B.A.; Eileen Luongo, B.A.

The courses in child study are designed to emphasize the psychological foundations of behavior relative to child growth, or curriculum, or guidance. Campus laboratory experiences for child study majors include directed observations and demonstrations, as well as supervised participation with children between the ages of three and six years. Consequently, the department makes a special commitment to the cause of early childhood. It exercises great diligence in the selection and preparation of qualified students for this level of teaching. At the same time, it offers preparation for the student who prefers to work with older children by including the entire spectrum of development from birth to adolescence in most of the course offerings. Moreover, public school visitations, scheduled tutorial activities, and student teaching bring students in contact with older children through Grade 6.

Departmental Policies

1. Majors in child study elect Plan B' in their second semester and thereby follow a program leading to certification for teaching in nursery school through the sixth grade according to the requirements of the New York State Education Department.

2. A depth concentration of a minimum of 24 credits is also chosen within one of the following areas: English, history, mathematics, French, Spanish, chemistry, biology, psychology, music-fine arts, social sciences (in general), sociology, speech.

3. Psychology 11 is a required course for all students on Plan B' in sophomore year. Social Science 11 and Speech 26 are required courses for Plan B' students.

4. All students on Plan B' are required to take Child Study 3 in one semester of senior year. This course is designed to integrate and coordinate the work of the department. It is terminal in character and a grade of at least C— must be attained before graduation.

Required Courses: Child Study 1, 2, 3, 11, 12, and 51.

Elective Courses: Child Study 4, 23, 13, 14, 15, 41, and 42.

Child Study 1 CHILD PSYCHOLOGY AND DEVELOPMENT I

An introduction to the study of the child, considering the principles of growth and development, heredity, prenatal development, the newborn child, physical and motor development from birth to adolescence. Lectures will be supplemented by directed observations of the child in the home and in the laboratory school.

(Required of Sophomores)

3 hours a week, 1 semester, 3 credits



Child Study 2 CHILD PSYCHOLOGY AND DEVELOPMENT II

A study of the learning process, theories, research and application to developmental sequences. Investigation of the patterns of mental, religious, social and emotional growth. Consideration of the psychology of play, parent-child relationships, as well as problem behavior in each area of development. Directed observation of children will continue.

(Required of Juniors)

3 hours a week, 1 semester, 3 credits

Child Study 3 CHILD PSYCHOLOGY AND DEVELOPMENT III

Historical survey of child psychology. A study of current techniques of research, statistical treatment of data and the literature of the field. Each student will select, as a term project, either the intensive study of an individual child or an experimental research problem.

(Required of Seniors)

3 hours a week, 1 semester, 3 credits

Child Study 4 CHILD PSYCHOLOGY AND DEVELOPMENT IV

Survey of current trends of analysis and measurement of personality, intelligence and character. Infant and preschool tests and their evaluation. Demonstrations of such individual tests as the Cattell Infant Intelligence Scale, the Stanford-Binet, WISC, WPPSI, Merrill-Palmer, and Picture Vocabulary Tests. The use of group intelligence, readiness and achievement tests. The teacher-made test. Reporting to parents.

2 hours a week, 1 semester, 2 credits—On demand

Child Study 11 INTRODUCTION TO THE ELEMENTARY SCHOOL PROGRAM

A study of the modern school and its philosophical, historical and cultural foundations. The functions of today's school, its organization, administration, and research efforts. Consideration of theory and practice by guided observation of educational programs in the laboratory school and in the community.

(Required of Sophomores)

4 hours a week, 1 semester, 4 credits

Child Study 12 LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

An exploration of the language arts curriculum in today's schools, designed to interrelate the student's knowledge of child development principles and sequential program planning in the areas of oral and written communications. Special emphasis will be given to the total reading program in the elementary school. Examination and evaluation of methods and materials in current use. Opportunities for practical application of theory will be afforded in a laboratory program where students will work with children.

(Required of Juniors)

3 hours, 1 semester, 3 credits

Child Study 13 MATHEMATICS IN THE ELEMENTARY SCHOOL

A course designed to present the concepts and materials of developmental mathematics as currently taught in the elementary school. Opportunity provided for student participation. Special emphasis placed on the social and psychological principles underlying the modern approach. Review of research in the field.

(In junior year)

2 hours, 1 semester, 2 credits—1 additional credit optional.

Child Study 14 SCIENCE IN THE ELEMENTARY SCHOOL

A course designed to present materials and methods employed in a classroom program of science education. Techniques for setting up and using science corners; terrariums, aquariums, simple motors, electrical wiring projects, weather instruments, and similar means for demonstrating elementary science projects. Opportunity provided for student participation. Lectures in science content supplemented by readings, field trips, visits to museums, and other community sources. Emphasis placed on psychology underlying concept formation and problem solving in science contexts.

(*In junior year*)

2 hours, 1 semester, 2 credits—1 additional credit optional

Child Study 15 SOCIAL STUDIES

An examination of current trends, techniques, and developments in the social studies program for the elementary school. Guidance of the social growth of the child in terms of attitudes, skills, and modes of investigation as he relates to other people. Provision for meaningful experiences in the ever widening environment of the child. Lectures designed to equip potential teachers with the tools of research. Opportunities to observe and participate in workshop experiences in the social studies.

(*In junior year*)

2 hours, 1 semester, 2 credits—1 additional credit optional

Child Study 23 THE RELIGIOUS DEVELOPMENT OF YOUNG CHILDREN

An investigation into the child's psychic processes as they relate to his orientation as a religious being. Introduction to the guidance of the cognitive, volitional, and affective aspects of religious experience.

2 hours a week, 1 semester, 2 credits—On demand

Child Study 41 CREATIVE ART ACTIVITIES

An introduction to artistic development in childhood. Consideration of curriculum planning, methods and materials, and guidance techniques.

2 hours a week, 1 semester, 2 credits—1 additional credit optional

Child Study 42 MUSIC FOR YOUNG CHILDREN

An investigation and appreciation of the musical interests and abilities of children from two to eight years of age. Rhythms, songs, musical instruments, plays and games in the programs of early childhood education.

2 hours a week, 1 semester, 2 credits—1 additional credit optional

Child Study 51 STUDENT TEACHING IN THE ELEMENTARY SCHOOL (N-6)

Observation and practice teaching in the preschool and elementary grades up to grade 6 arranged to meet the requirements of 300 clock hours for the N-6 certificate in New York State. Special hours each week scheduled in the college for seminars, conferences, reports and discussion.

(*Required of Seniors on Plan B'*)

Prerequisites: Approved second speech course; approval of Faculty Recommendations Committee

10 semester hours, 6 credits

Education

Sister John Raymond McGann, Ph.D., *Chairman*; Sister Margaret Mary Buckley, M.A.; Departmental Representatives

In keeping with the dedication of the College to the education of women after the ideals of the liberal arts, the courses in education are intended to contribute to the cultural background of the student as well as to her professional preparation for the teaching field.

Students preparing to teach at the secondary level may follow a program which has been approved for teacher certification by the State Education Department.

Required courses for Plan B students: Education 15, 34, 70, 73, Psychology 14, and the methods course in the field of major specialization (Education 61, 62, 63, 64, 65 or 66).

Recommended courses for Plan B students: Psychology 11 and 50.

Education 15 EDUCATIONAL PSYCHOLOGY

An introductory course in psychology for teachers. The methods of psychology as applied to education; the nature, amount, and causes of individual differences; the nature and use of tests of intelligence, achievement, and personality traits; the methods of handling individual differences; the psychology of learning; transfer of training; motivation and personality adjustment.

3 hours a week, 1 semester, 3 credits

Education 34 PHILOSOPHY OF EDUCATION

The study of educational objectives and their relation to curriculum and method. A consideration of the philosophical principles underlying education. An analysis and evaluation of contemporary educational philosophies.

2 hours a week, 1 semester, 2 credits

Education 61 METHODS OF TEACHING ENGLISH IN SECONDARY SCHOOLS

Textbooks, materials, audio-visual aids; State, City, and school syllabi; single and unit lesson plans; clinical and regular speech; dramatics, varied and dynamic approaches to the teaching of each literary type; testing; reading techniques, outside reading, the school library; grammar, usage, vocabulary; composition; creative writing; communication arts; remedial techniques. Actual practice in teaching.

2 hours a week, 1 semester, 2 credits—Fall

Education 62 METHODS OF TEACHING SPEECH IN SECONDARY SCHOOLS

Elements in the preparation of a speech teacher in secondary schools. Methods of teaching voice and diction, oral interpretation, public speaking, dramatics, and play production. Special stress upon organization of the speech correction clinic and upon remedial procedures. Methods of organizing and conducting dramatic clubs and other extracurricular activities.

2 hours a week, 1 semester, 2 credits—On demand

Education 63 METHODS OF TEACHING HISTORY AND SOCIAL STUDIES IN SECONDARY SCHOOLS

A discussion of the aims, values, and problems of teaching history, civics and economics; the nature of social studies and their place in education; classroom procedures and techniques; judging textbooks; measuring the results of the teaching of social studies.

2 hours a week, 1 semester, 2 credits—Fall

Education 64 METHODS OF TEACHING MATHEMATICS IN SECONDARY SCHOOLS

Objectives and practical methods of teaching algebra, geometry, and trigonometry; recent curricular developments; standards for judging textbooks and for rating papers; professional teaching organizations on national, state and local levels. Actual practice in teaching.

2 hours a week, 1 semester, 2 credits—Fall

Education 65 METHODS OF TEACHING MODERN LANGUAGES IN SECONDARY SCHOOLS

Methods of teaching French and Spanish. Aims and values of teaching modern languages. Observation. Practical demonstrations.

2 hours a week, 1 semester, 2 credits—Fall

Education 66 METHODS OF TEACHING SCIENCE IN SECONDARY SCHOOLS

Presentation and discussion of the aims and objectives of teaching the physical and biological sciences; organization of science clubs; practical demonstrations and practice in presenting lessons.

2 hours a week, 1 semester, 2 credits—Fall

Education 67 METHODS OF TEACHING SPEECH IMPROVEMENT IN ELEMENTARY AND JUNIOR HIGH SCHOOL

A study of the objectives and curriculum of the speech improvement program; methods of teaching; diagnostic testing; materials of instruction; demonstration and practice in teaching.

2 hours a week, 1 semester, 2 credits—On demand

Education 68 SUPERVISED PRACTICE TEACHING IN SPEECH AND HEARING IN THE ELEMENTARY AND JUNIOR HIGH SCHOOLS

Observation and supervised practice teaching in New York schools, fifteen hours a week. (A minimum of 80 hours of practice teaching)

Class hours are scheduled for discussions, reports and conferences.

Prerequisite: approval of Faculty Recommendation Committee

2 hours a week, 1 semester, 6 credits

Education 69 ORGANIZATION OF SPEECH AND HEARING PROGRAMS IN PUBLIC SCHOOLS

Organization and development of speech and hearing programs in the public schools; methods of survey, diagnosis, record keeping, programming; equipment and materials; cooperation with the classroom teacher and parents.

2 hours a week, 1 semester, 2 credits

Education 70 METHODS OF SECONDARY EDUCATION

A review of the needs and interests of adolescents, the teacher and the changing secondary school curriculum; analysis and evaluation of motivation, questioning, assignment, and review procedure; lesson planning; principles involved in various lesson types; unit plan of teaching; visual instruction; diagnostic and remedial measures; use of new type examinations; classroom management, enrichment. Observation required.

3 hours a week, 1 semester, 3 credits—Fall

Education 73 SUPERVISED TEACHING IN SECONDARY SCHOOLS

Observation and supervised practice teaching, a minimum of five mornings a week, in the secondary schools of New York. At least 80 hours of actual teaching required. Concurrent group and individual conferences, reports, and discussions.

Prerequisites: approved second speech course; approval of Faculty Recommendation Committee.

2 hours a week, 6 credits

English

Sister Joseph Immaculate Schwartz, Ph.D., *Chairman*; Sister Mary Florence Burns, Ph.D.; Dorothy A. King, Ph.D.; Sister Grace Maria Dolan, Ph.D.; Patricia S. Coll, M.A.; Louise S. Blecher, M.A.; Sister Margaret Jennings, M.A.

As one of the formative experiences of civilized life, literature forms an integral part of every student's intellectual development. All students, therefore, are required to take the following courses: English 3a, 3b, 9 and 10. To be admitted to the English major students must maintain a B— average in the English and Speech courses required of all candidates for the B.A. degree.

Major

Twenty-four credits in English in addition to those earned in freshman year are required.

Required courses: English 52 and 85, two courses in classical language or civilization, two courses in art, two courses in music. With permission of the department, Philosophy 23 may be substituted for English 552.

Comprehensive examination in English and American literature is required for graduation.

English 3a COMPOSITION

Analysis and application of the principles of effective writing.

Required course

2 hours a week, 1 semester, 2 credits—Fall and Spring

English 3b COMPOSITION

Introduction to methods of library research; the term paper.

Required course

1 hour a week, 1 semester, 1 credit—Fall and Spring

English 4 NARRATIVE WRITING

Narration—essentials, informational narrative, types; elements of the story—plot, characterization, setting, dialogue.

2 hours a week, 1 semester, 2 credits—Spring

English 8 CREATIVE WRITING

A course in advanced writing designed to give the student an opportunity to develop skill in the writing of the short story, the formal and informal essay, critical studies, and original verse.

2 hours a week, 1 semester, 2 credits—Fall

English 9 INTRODUCTION TO LITERATURE—BEOWULF THROUGH BLAKE

Readings, lectures, and class discussions designed to illustrate the development of English literature as evidenced by major trends and figures.

Required course

3 hours a week, 1 semester, 3 credits—Fall and Spring

English 10 ENGLISH LITERATURE FROM 1798 TO THE PRESENT

Study of the major Romantic and Victorian poets and prose writers; selected out-

standing poets and prose writers of the period 1890 to the present, through reading, lectures, and class discussion.

Required course

3 hours a week, 1 semester, 3 credits—Fall and Spring

English 18 MEDIEVAL LITERATURE

An introduction to the literary heritage of the Middle Ages; study of the four major epics—Beowulf, the Song of Roland, The Cid, and the Nibelungenlied; selected reading from the "Matters" of Medieval Romance, analysis of other genres, especially the drama and the ballad.

2 hours a week, 1 semester, 2 credits—Spring

English 19 LITERATURE OF THE ENGLISH RENAISSANCE

Nondramatic literature of the English Renaissance as exhibited in the more important works in verse and prose of representative writers of the period.

2 hours a week, 1 semester, 2 credits—Fall

English 20 AMERICAN LITERATURE, 1620-1860

Development of American literature from the Colonial period to the Civil War with special emphasis on Irving, Poe, Hawthorne, Melville, and the poets of the American Romantic Movement.

3 hours a week, 1 semester, 3 credits—Fall

English 21 AMERICAN LITERATURE FROM WHITMAN TO THE PRESENT

Main trends in American poetry, fiction, and drama with special emphasis on Whitman and the new poets; the local color writers of the short story; realism and naturalism in the American novel; experiments in the American theatre.

3 hours a week, 1 semester, 3 credits—Spring

English 23 THE SHORT STORY

Readings in English, American, and continental short stories with a view to introducing their origin, chief exponents, and main trends.

2 hours a week, 1 semester, 2 credits—Fall

English 30 SHAKESPEARE

A survey of the literary period of Shakespeare and its influence on the drama; reading and interpretation of Shakespearean plays; study of the structure and types of plays; written reports suggested by the study.

2 hours a week, 1 semester, 2 credits—Fall

English 31 SHAKESPEARE

The study indicated in English 30 continued in further detail; reading and interpretation of other plays of Shakespeare not studied in the preceding course, written reports suggested by the study.

2 hours a week, 1 semester, 2 credits—Spring

English 33 PROSE AND POETRY OF THE ENGLISH ROMANTIC MOVEMENT

A study of the complete works, including poetry and prose, of the five major Romantic poets: Wordsworth, Coleridge, Byron, Shelley, and Keats.

2 hours a week, 1 semester, 2 credits—Fall

English 34 PROSE AND POETRY OF THE LAST HALF OF THE NINETEENTH CENTURY

A study of representative Victorian poets and prose writers; Tennyson, Browning, Carlyle, Ruskin, Huxley, Arnold, and Newman; current social and intellectual movements with relation to the literature of the period.

2 hours a week, 1 semester, 2 credits—Spring

English 35 DRAMA: THE GREEKS TO IBSEN

Development of the drama from its beginnings in the Greek plays through the drama of the nineteenth century to Ibsen; lectures, class discussions, and class readings on the history of the drama, the content of the plays, the development of stagecraft, continental influences.

3 hours a week, 1 semester, 3 credits—Fall

English 36 DRAMA: IBSEN TO THEATRE OF THE ABSURD

Course carried along the same lines as English 35; attention to the rise of new social and dramatic problems; lectures, assigned reading, discussion.

3 hours a week, 1 semester, 3 credits—Spring

English 41 THE RISE AND DEVELOPMENT OF THE NOVEL

Reading, reports and lectures on the English, the continental and the American novel from its rise through the nineteenth century.

3 hours a week, 1 semester, 3 credits—Fall

English 42 THE TWENTIETH-CENTURY NOVEL

Course carried along the same lines as English 41 with special emphasis on the trends and literary tendencies of the English, the continental and the American novel of the twentieth century.

3 hours a week, 1 semester, 3 credits—Spring

English 52 LITERARY CRITICISM

A survey of the principles and theories of literary criticism, with particular attention to such critical problems as the nature and function of art, literary criteria and the relation between art and morality.

Required of English majors in senior year

2 hours a week, 1 semester, 2 credits—Spring

English 56 CONTEMPORARY CATHOLIC LITERARY ACTIVITY

A survey of important movements in the current Catholic Renaissance; detailed consideration of the rise and growth of a specifically Catholic poetry, exemplified in the work of such poets as Hopkins, Péguy, Eliot, Robert Lowell, Brother Antoninus, Samuel Hazo; a study of the expression of Catholic thought as revealed in the drama, the essay, the short story and the novel by such writers as Claudel, Knox, Waugh, J. F. Powers, Graham Greene, Bernanos, Bloy, Mauriac, Sigrid Undset, and Flannery O'Connor.

2 hours a week, 1 semester, 2 credits—On demand

English 80 MILTON

Reading and interpretation of *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, together with Milton's minor poems and selections from his prose. Class discussions and reports suggested by the study.

2 hours a week, 1 semester, 2 credits—Spring

English 82 DANTE'S *DIVINA COMMEDIA*

Reading, study and reports on Dante's *Divina Commedia* in English with attention to its influence on literature.

2 hours a week, 1 semester, 2 credits—On demand

English 85 SEMINAR IN LITERATURE

A study of the methods and techniques of literary research, with special attention to sources and bibliographical problems. Individual research in a restricted field of

English or American literature, terminating in the preparation of a thesis dealing with a related aspect of a group project.

Required of English majors in senior year

1 hour a week, 1 semester, 1 credit—Fall

English 105 CHAUCER

A study of Chaucer as a man and a poet; tracing the development of his art and its relation to the social, cultural and religious background of the Fourteenth Century; special emphasis on the *Canterbury Tales*.

Open only to English majors

2 hours a week, 1 semester, 2 credits—Fall

English 115 SEVENTEENTH-CENTURY LITERATURE

The prose and poetry of the seventeenth century with the religious, political, and social backgrounds; the Puritan, the Cavalier and the Metaphysical writers of the century.

2 hours a week, 1 semester, 2 or 3 credits—One credit for independent study under direction of professor giving course. Student participation by invitation only.

English 122 EIGHTEENTH-CENTURY LITERATURE

The prose and poetry of the eighteenth century with the political and social backgrounds; a study of literature from the time of Dryden, Pope, Swift, Gay, Addison, Steele, through the days of Dr. Johnson and his circle; discussion of the beginnings of romanticism.

2 hours a week, 1 semester, 2 credits—Fall

English 130 ADVANCED STUDY OF EIGHT AMERICAN WRITERS

Detailed and intensive biographical, bibliographical and critical analysis of Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Ralph Waldo Emerson, Henry Thoreau, Walt Whitman, Mark Twain, and Henry James.

Prerequisites: English 20 or 21

Open only to English majors except with permission of the department

2 hours a week, 1 semester, 2 credits—Fall

English 131 EIGHT MODERN AMERICAN WRITERS

Continued on same lines as English 130. Authors studied: T. S. Eliot, William Faulkner, Scott Fitzgerald, Ernest Hemingway, Thomas Wolfe, Eugene O'Neill, John Dos Passos, and John Steinbeck.

Prerequisites: English 20 or 21

Open only to English majors except with permission of the department

2 hours a week, 1 semester, 2 credits—Spring

Fine Arts

Reverend Gennaro D'Ecclesiis, Ph.D., *Chairman*; Josephine Belloso, M.A.; Reverend Joseph Roff, Mus. D., *Composer in Residence*

The arts embody some of the highest aspirations of man's spirit. Convinced of this, the Fine Arts Department seeks to introduce the student to the enjoyment of the masterpieces of music and art. She is taught to develop her taste and deepen her critical sense as she pursues her introductory work. Advanced courses are offered for those students who desire further enrichment or technical skills.

Art 26 and 27, or Music 5 and 6, are required for all students. These courses may also be counted toward the area concentration of 24 credits in fine arts for prospective elementary school teachers. A student who elects to take her area concentration in fine arts must take Art 26, 27, 29, 32, 33; Music 5, 6, 11, 12.

ART

Art 26 APPRECIATION OF ANCIENT AND MEDIEVAL ART

A study of the creative impulse in man as expressed in painting, sculpture, architecture, and the minor arts from paleolithic times through Gothic art, with emphasis on art as a reflection of the religious, political, and social attitudes of the times. Illustrated lectures, discussion, field trips to local museums.

2 hours a week, 1 semester, 2 credits—Fall and Spring

Art 27 APPRECIATION OF RENAISSANCE AND MODERN ART

A continuation of Art 26. The Renaissance through the twentieth century.

2 hours a week, 1 semester, 2 credits—Fall and Spring

Art 28 MODERN ART

A survey of modern painting, sculpture, and architecture from the late nineteenth century to the present. Study of the fundamental principles of art through analysis and discussion of representative works, with the purpose of developing aesthetic judgment. Illustrated lectures, discussions, field trips to local museums and galleries.

2 hours a week, 1 semester, 2 credits—Spring 1971

Art 29 FUNDAMENTALS OF ART

An introduction to the fine and functional arts; discussion of the relationship of art to human needs and the role of art in daily life; the community, school, home, and religion. Acquaintance with materials, processes, and organization that influence the development and form of art objects.

2 hours a week, 1 semester, 2 credits—Spring 1970

Art 32 PRINCIPLES AND PRACTICES OF ART

A studio course in the basic skills, methods and techniques of applied art using various media.

2 hours (studio) a week, 2 semesters, 2 credits—Fall 1969

Art 33 CERAMICS

A basic course in methods of working with clay including firing and glazing techniques. Emphasis will be given to the development of good structural form and decorative design.

2 hours (studio) a week, 2 semesters, 2 credits—Fall 1970



MUSIC

Music 5 INTRODUCTION TO MUSIC

Music as an art and a humanity; the elements of music: melody, harmony, rhythm, form. The orchestra: instruments, the art of orchestration. Important aspects of nineteenth-century music: the song, program music, the symphony, concerto and opera.

2 hours a week, 1 semester, 2 credits—Fall

Music 6 INTRODUCTION TO MUSIC

Continuation of Music 5. More materials of music: keys and scales. The Viennese School of the eighteenth century. The Medieval, the Renaissance and the Baroque periods. The modern and contemporary scenes.

Prerequisite: Music 5 or consent of the Instructor

2 hours a week, 1 semester, 2 credits—Spring

Music 7 TWENTIETH CENTURY MUSIC

A survey of the outstanding composers since the turn of the century including Stravinsky, Hindemith, Schoenberg, Berg and Webern. The historical background of the composers, their aesthetics and style characteristics.

Prerequisite: Music 6

2 hours a week, 1 semester, 2 credits

Music 8 THE OPERA

The evolution of the opera. Historical background of the great composers. Representative recordings to supplement the lectures. Analysis of several individual operas. Class paper on attendance at an opera performance.

3 hours a week, 1 semester, 3 credits

Music 11 ELEMENTARY THEORY AND EAR TRAINING

An integrated course in music techniques involving the basic elements of rhythmic and tonal patterns and their relation to aural recognition. Intervals, scales, melody writing, analysis, simple melodic dictation, triads and their inversions.

No prerequisites

Recommended for Child Study majors

2 hours a week, 1 semester, 2 credits—Fall

Music 12 HARMONY

Tonic and dominant harmonies. The dominant seventh and its inversions. Four-part harmonization of melodies. The dominant ninth, bytones. The subdominant, supertonic, submediant and mediant harmonies. Modulation.

Prerequisite: Music 11 or the consent of the Instructor. The student must be able to play simple four part music at the piano.

3 hours a week, 1 semester, 3 credits—Spring

Music 13 HARMONY

Continuation of Music 12. Modulation by common chord and through the diminished seventh. Introduction to chromatic harmony. Alterations of the diatonic chords. Modulation through chromatic chords. The augmented supertonic, fifth, tonic, and submediant.

Prerequisite: Music 12

3 hours a week, 1 semester, 3 credits

History

Sister Joseph Damien Hanlon, Ph.D., *Chairman*; Sister Teresa Avila Burke, Ph.D.; Sister Myra Paul Mansfield, M.A.; Arthur Hughes, M.A.; Sister Janet Kearon, M.A.; Sister Joan Ryan, M.A.

The courses in history are semestral and are arranged to meet the needs not only of history majors, but of all students who are interested in history for its value as a liberal discipline. The aim of the several courses is to present a general survey of civilization and a more intensive analysis of more specialized fields in order that the student may acquire a deeper appreciation of the historical process a fuller comprehension of man in the context of time, and a body of knowledge which will generate perspective on contemporary issues.

Major

A senior thesis is due February 1 of the year of graduation except for B' students.

Plan A and B required courses: History 1 or 110, and 2 or 111, 12, 13, 21, 46, 47, 61, 74; and six credits from any of the following: 31, 35, 36, 38, 44, 51. Additional required courses: SS 11 and either Greek 31 or Latin 31.

Plan B' required courses: an area concentration of 24 credits. History 1, 2, 12, 13, [16 or 19], 46, 47, and remaining credits from 35, 36, 38, 44, 51.

History 1 SURVEY OF MEDIEVAL CIVILIZATION

The development of Western civilization from the decline of the Roman Empire to the fifteenth century. The fusion of classical, Christian, and Teutonic elements in medieval culture. The evolution of burgher-controlled society and capitalistic economy.

Required course

3 hours a week, 1 semester, 3 credits—Fall

History 110 SOURCE PROBLEMS IN EUROPEAN CIVILIZATION I

Covers the same time period as History I. However, it is more selective and intensive with emphasis on critical evaluation of source materials.

Open only to selected students

3 hours a week, 1 semester, 3 credits—Fall

History 2 SURVEY OF MODERN CIVILIZATION

The development of Western civilization from the formation of national states to the present. The rise of national patriotism; overseas explorations; the intellectual revolution; the transition from agricultural to industrial society; the governmental, technological, sociological, and cultural phases of the contemporary scene.

Required course

3 hours a week, 1 semester, 3 credits—Spring

History 111 SOURCE PROBLEMS IN EUROPEAN CIVILIZATION II

Covers the same time period as History 2 in the same manner as History 110.

Open only to selected students

3 hours a week. 1 semester 3 credits—Spring

History 6 THE ENLIGHTENMENT

Rise of the modern scientific spirit and its influence in the spheres of religious, political and economic thought. The impact of mercantilism upon the European states system. The struggle for power among the European states in the Mediterranean, Baltic and Atlantic areas. France on the eve of the Revolution. The Romantic protest against the Age of Reason.

2 hours a week, 1 semester, 2 credits—Fall 1971

History 7 THE RENAISSANCE

The development of the humanistic spirit; arts and sciences in the Renaissance world; religious revolution and reform; the expansion of Europe beyond the seas; the rise of modern capitalism; the commercial revolution; dynastic consolidation; the European state system from the fourteenth to the sixteenth centuries.

2 hours a week, 1 semester, 2 credits—Fall 1970

History 8 THE AGE OF THE BAROQUE

Europe in the late sixteenth and seventeenth centuries. The pattern of politics and religion; the waning of Spanish influence; the Dutch ascendancy; the Thirty Years' War; development of the modern state, absolute and limited; mercantilism; the baroque in art, music, letters; the awakening of modern science.

2 hours a week, 1 semester, 2 credits—Spring 1971

History 11 AMERICAN FOREIGN RELATIONS

Development of American policies with reference to Europe, Latin-America, Asia and Africa; American diplomacy during two World Wars; problems of neutrality; belligerency, and coexistence. The method used in reading and analysis of major state papers and documents in their historical setting.

3 hours a week, 1 semester, 3 credits—Spring 1971

History 12 THE AMERICAN NATION I: 1763-1865

Major emphasis is on United States history from 1763 to 1865 with some attention to related hemispheric developments.

3 hours a week, 1 semester, 3 credits—Fall

History 13 THE AMERICAN NATION II: 1865-Present

The growth and emergence of the United States as an industrial giant and world leader in the period 1865 to the present, studied in the light of hemispheric developments and world changes.

3 hours a week, 1 semester, 3 credits—Spring

History 15 STUDIES IN AMERICAN SOCIAL AND INTELLECTUAL HISTORY

The nonpolitical aspects of our history: social customs; economic influences; racial contributions; literary, artistic and scientific trends; educational and religious problems and reform movements. Discussion of selected topics.

2 hours a week, 1 semester, 2 credits—Fall 1970

History 16 HISTORY OF NEW YORK STATE AND THE CITY OF NEW YORK

The history of the colony and state from its founding to the present. Emphasis on the social, economic and cultural development of both state and city. The important part taken by New York in national affairs. An introduction to the depositories of materials on local history.

2 hours a week, 1 semester, 2 credits—Spring 1970

History 19 BEGINNINGS OF THE AMERICAN PEOPLE

Discovery, exploration, and colonization of North America by Europeans; social,

economic, and political development of the English colonies; influence of the colonial period on American institutions.

2 hours a week, 1 semester, 2 credits—Fall 1969

History 20 ENGLAND TO 1660

Roman and Anglo-Saxon Britain; Norman and feudal periods; medieval, social, and constitutional developments; the Tudor monarchy and the Puritan Revolution; the new economic and constitutional structure; the foundation of the empire.

3 hours a week, 1 semester, 3 credits—Fall

History 21 THE BRITISH EMPIRE SINCE 1660

Restoration, revolution, eighteenth century thought and institutions; the agricultural and industrial revolutions; the duel with France; the age of reform; European and imperial relations in the nineteenth century; the advent of democracy; the British Commonwealth of Nations.

3 hours a week, 1 semester, 3 credits—Spring

History 31 THE ANCIENT WORLD

Egyptian civilization; Babylonia; Assyria; the Persian Empire; Phoenicia; Palestine; Arabia; the Aegean world.

2 hours a week, 1 semester, 2 credits—Fall 1969

History 35 MODERN AFRICA

A survey of contemporary Africa with emphasis upon internal history since World War II.

2 hours a week, 1 semester, 2 credits—Fall 1969

History 36 EAST ASIA

The history and culture of China, Korea, and Japan. Emphasis on understanding the contemporary scene in light of the past.

2 hours a week, 1 semester, 2 credits—Spring 1970

History 38 TWENTIETH-CENTURY WORLD

Discussion of contemporary problems arising from the interrelationships of major world areas.

2 hours a week, 1 semester, 2 credits—Spring

History 44 HISTORY OF MODERN RUSSIA

A survey of Russian development from the emancipation of the serfs to the present; changes in political institutions, social structure, ethical and artistic standards. The aim of the course is to lay the groundwork for understanding the Soviet regime today.

2 hours a week, 1 semester, 2 credits—Spring 1971

History 46 CONTINENTAL EUROPE, 1789-1870

A decade of revolution, 1789-1799; Napoleon and France; Napoleon and Europe; the Congress of Vienna and the Concert of Europe; the rise of political and economic liberalism; the spread of nationalism and romanticism; the revolution of 1848 and its aftermath, Crimean War, Second French Empire; *Realpolitik* and the breakdown of the Congress system.

3 hours a week, 1 semester, 3 credits—Fall

History 47 CONTINENTAL EUROPE, 1870 TO WORLD WAR II

Continued development of the Industrial Revolution; growth of materialism; expansion of democracy, trade-unionism, socialism; the Bismarckian system; the new imperialism; the trend toward international anarchy; World War I; post-War prob-

lems; attempts at international cooperation; the rise of totalitarian governments; the breakdown of international cooperation.

3 hours a week, 1 semester, 3 credits—Spring

History 48 HISTORY OF EAST CENTRAL EUROPE

The political evolution of the nations lying between Germany and the Soviet Union, between the Baltic and the Aegean Seas; their religious heritage; their cultural and social backgrounds; their economic problems.

2 hours a week, 1 semester, 2 credits—Fall 1970

History 51 LATIN AMERICAN HISTORY

Spain and Portugal in the New World; problems of the colonial period; the revolutions; rise of dictators; Latin America and the two world wars; the Organization of American States; the Rio Pact; the Communist threat; recent events in individual countries.

2 hours a week, 1 semester, 2 credits—Fall 1970

History 61 HISTORICAL METHOD—SEMINAR

Introduction to the principles of historical criticism and the methods of historical research; the examination of a restricted field of history as a laboratory subject; the preparation of reports and the required thesis.

2 hours a week, 1 semester, 2 credits—Spring

History 70 THE HISTORY OF THE CATHOLIC CHURCH

The conflict with the Roman Empire; Greek thought and the rise of heresy; conversion of the barbarians. The struggle between the revived Empire and the Papacy; the Catholic Church triumphant; the Renaissance, the Protestant Revolt, the Catholic Reformation. The challenge of national Catholicism; the Age of Pope Pius IX; the position of the Catholic Church in the major states of Europe and America since 1878.

2 hours a week, 1 semester, 2 credits—On demand

History 73 HISTORY OF THE CATHOLIC CHURCH IN THE UNITED STATES

Establishment of the Catholic Church in America; opposition to the Church in colonial times; expansion; problems in urban and rural areas; the Church and education; the Church and labor; effects of the first Vatican Council in America; current problems arising from naturalism, materialism, racism, and secularism.

2 hours a week, 1 semester, 2 credits—On demand

History 74 HISTORIOGRAPHY—SEMINAR

The nature of history and the various types of history. Readings and discussions of the great historians from earliest times to the present, including both Western and non-Western civilizations.

Open only to Seniors

2 hours a week, 1 semester, 2 credits—Fall 1969

Mathematics

Margarete W. Hopkins, Ph.D., *Chairman*; Sister Mary Joel Acerno, M.S.; Sister Mary Amata Kadlack, M.A.

These courses in mathematics aim to provide the student with a broad cultural appreciation of the significance of mathematics both in itself and as a force in contemporary civilization. They serve as a part of a liberal education, as a professional background, or as a preparation for advanced work in higher mathematics or science.

Major

A major consists of 30 credits in mathematics, which must include the following required courses: Mathematics 15, 16, 17, 18, 54 or 56, 62 or 64, and 71.

A minimum grade of C is required in each course offered in the 30 credit major.

Majors are advised to take Physics I and II.

Mathematics 12 FUNDAMENTALS OF MATHEMATICS

Elementary symbolic logic; number systems; scales of notation; sets; logic of algebra; exponents; logarithms; binomial theorem; permutations; combinations.

3 hours a week, 1 semester, 3 credits—Fall

Mathematics 13 FUNDAMENTALS OF MATHEMATICS

Analytical geometry; function and limit concepts; introductory calculus; concepts of non-Euclidean geometry.

3 hours a week, 1 semester, 3 credits—Spring

Mathematics 15 CALCULUS AND ANALYTIC GEOMETRY I

Analytic geometry of the straight line, circle and conics; polynomials and their graphs; elements of the differential calculus.

3 hours a week, 1 semester, 3 credits—Fall

Mathematics 16 CALCULUS AND ANALYTIC GEOMETRY II

Differential and integral calculus of algebraic and transcendental functions; further topics in analytic geometry.

3 hours a week, 1 semester, 3 credits—Spring

Mathematics 17 CALCULUS AND ANALYTIC GEOMETRY III

Advanced integration, applications; mean value theorem and related topics. Parametric equations; polar coordinates.

3 hours a week, 1 semester, 3 credits—Fall

Mathematics 18 CALCULUS AND ANALYTIC GEOMETRY IV

Series: improper integrals; hyperbolic functions; partial differentiation; Taylor's series; solid analytic geometry; curves and surfaces in space; multiple integrals.

3 hours a week, 1 semester, 3 credits—Spring

Mathematics 22 DIFFERENTIAL EQUATIONS

Ordinary linear; differential operators; Wronskian; selected higher order equations.

Prerequisite: Mathematics 18

3 hours a week, 1 semester, 3 credits

Mathematics 26 ADVANCED CALCULUS

The real number system; Dedekind cuts; bounds; point set theory; limits; continuity; uniform continuity; mean value theorem; partial differentiation; implicit functions.

3 hours a week, 1 semester, 3 credits—On demand

Mathematics 27 ADVANCED CALCULUS

Transformation and mappings; vectors; integrals of functions of several real variables; line integrals; power series.

3 hours a week, 1 semester, 3 credits—On demand

Mathematics 30 THEORY OF EQUATIONS

Complex numbers and the roots of unity; methods of solution and approximation of roots of polynomial equations of degree greater than two; relations between roots and coefficients; determinants and systems of linear equations.

3 hours a week, 1 semester, 3 credits

Mathematics 41 HISTORY OF MATHEMATICS

Development of mathematics from ancient days to recent times. Lectures, readings and discussions.

Recommended for prospective teachers

3 hours a week, 1 semester, 3 credits

Mathematics 46 PROBABILITY AND STATISTICS

Permutations; combinations; binomial theorem; collection and analysis of statistical data; frequency distribution; averages; normal curve; curve fitting; linear correlation; tests of significance.

3 hours a week, 1 semester, 3 credits

Mathematics 48 INTRODUCTION TO COMPUTER PROGRAMMING

Properties of analog and digital computers; methods of input, processing, storage, output, machine language, and Fortran. Construction of programs through the use of flow charts. Applications by the use of a computer to actual problems on topics within the student's competence.

3 hours a week, 1 semester, 3 credits

Mathematics 52 ELEMENTARY NUMBER THEORY

Prime and composite integers, algorithms, number-theoretic functions, Diophantine Equations, congruences—linear and higher degree, Euler-Fermat Theorem, quadratic residues, continued fractions, Gaussian integers, and algebraic number theory.

3 hours a week, 1 semester, 3 credits

Mathematics 54 INTRODUCTION TO MODERN ALGEBRA

Elementary properties of groups, rings, and fields; matrices; determinants.

3 hours a week, 1 semester, 3 credits—Fall

Mathematics 56 LINEAR ALGEBRA

Vectors and vector spaces; matrices and their algebra; systems of linear equations; linear transformations in a vector space.

3 hours a week, 1 semester, 3 credits

Mathematics 62 INTRODUCTION TO MODERN GEOMETRY

Axiomatic systems; Euclidean, projective, and non-Euclidean geometries.

3 hours a week, 1 semester, 3 credits—Spring

Mathematics 64 INTRODUCTION TO TOPOLOGY

Networks, maps, topological equivalence, surfaces, Euler's theorem, Jordan curve theorem, sets, transformations.

3 hours a week, 1 semester, 3 credits

Mathematics 70 DIRECTED READING

Assigned readings in mathematical literature.

Approval of Chairman

3 hours a week, 1 semester, 3 credits

Mathematics 71 SEMINAR

Special topics in the field of modern mathematics; preparation of written reports.

Required of mathematics majors in senior year

1 hour a week, 1 semester, 1 credit—Fall

Modern and Classical Languages

Norma Mallia, M.A., *Chairman*; Esther Raffalli, Diplômée; Sister Ann Edmund Carey, M.A.; Sister María Inés Martín, Ph.D.; Mireille Tinawy, B.A.; Robert Radus, M.A.; Karin Tryller, M.A.; Kathleen M. Quinn, M.A.

Modern Languages

The Modern Language Department aims to develop in students proficiency in understanding, speaking, reading, and writing the foreign language; an interest in and enjoyment of literary classics in the original; and an appreciation of the culture and ways of life of the foreign country.

Any student beginning the study of a modern language is required to take four semesters of it, if that language is being offered to satisfy the requirement for graduation.

A classification examination is required of all Freshmen to determine the proper course in which a student is to begin her language study at the College. In the case of students who, as a result of the examination, are placed in French 1 or 2, German 1 or 2, or Spanish 1 or 2, four semesters of the language are required; students who are placed in French 3, German 3, or Spanish 3, are required to take three semesters of the language; those who are placed in French 5, German 9, or Spanish 5, are required to take two semesters.

A student who begins the study of French or Spanish in the College will be permitted to major in that language, but French 1 and 2 and Spanish 1 and 2 will not be credited toward the major unless special permission is granted.

No student choosing a language as an elective will receive credit for French 1, German 1, or Spanish 1, unless she continues with French 2, German 2, or Spanish 2.

FRENCH

Prerequisites for all advanced literature courses: French 5 and 6 or their equivalents.

A minimum grade of B– is required in all College French courses taken before the declaration of major.

Major

Required courses for students entering with two years of the language: French 3, 4, 5, 6, 100, 101, 102, 103, 104, and 105 or 106 or 200. Students choosing French as an area of concentration will follow the same sequence terminating with 103.

Required courses for students entering with three or four years of the language: French 5, 6, 100, 101, 102, 103, 104, 105, 106 and 200. Students choosing French as an area of concentration will follow the same sequence but will have a choice of either 105 or 106 to complete the 24 point require-

ment. They may not substitute 200 unless they have the approval of the department chairman.

Plan A students are required to take besides the 30 credits in the major field: Greek 31, Latin 31, History 70, and Social Science 11.

Plan B students whose major is Spanish are required to take, besides the 30 credits in the major field, 18 credits in the following French courses: French 1, 2, 3, 4, 5 and 6 for students beginning the language at the College; French 3, 4, 5, 6, 100, and 101 or 104 for students entering with two years of the language; French 5, 6, 100, 101 or 104, 102, and 103 for students entering with three or four years of the language.

Introductory

French 1 ELEMENTARY

Fundamentals of grammar and pronunciation for beginners; exercises in conversation; supplementary outside readings.

3 hours a week, 1 semester, 3 credits—Fall

French 2 ELEMENTARY

Continuation of French 1; fundamentals of grammar completed; continued drill in oral and written French; supplementary outside readings.

Open to students offering French 1

3 hours a week, 1 semester, 3 credits—Spring

French 3 INTERMEDIATE

A reading course in French civilization. Review of grammar; exercises in diction; conversational practice; supplementary outside readings.

Open to students offering French 2 or two years of high school French

3 hours a week, 1 semester, 3 credits—Fall

French 4 INTERMEDIATE

Readings of French literary masterpieces. Review of grammar concluded; exercises in diction; conversational practice; supplementary outside readings.

Open to students offering French 3

3 hours a week, 1 semester, 3 credits—Spring

French 5 FRENCH COMPOSITION AND STYLE

Advanced study of grammar; vocabulary and idioms; exercises in translation from English to French; free composition.

Open to students offering French 4 or three years of high school French

3 hours a week, 1 semester, 3 credits—Fall

French 6 PHONETICS AND CONVERSATION

A study of the principles of phonetics including phonetic transcription; diction and intonation exercises in the reading of French prose and poetry; intensive oral practice in selected topics of conversation.

Open to students offering French 5

3 hours a week, 1 semester, 3 credits—Spring

Advanced

French 100 INTRODUCTION TO FRANCE'S GOLDEN AGE

Corneille, Racine, Molière. Conducted in French.

3 hours a week, 1 semester, 3 credits

French 101 FRENCH CIVILIZATION

An introduction to the civilization and the culture of the French people, their geography, history, and institutions; French architecture, painting, sculpture and music; outside readings and research.

3 hours a week, 1 semester, 3 credits

French 102 SURVEY OF FRENCH LITERATURE

History of French literature from the *Chanson de Roland* to the end of the Golden Age; assigned readings in French from representative authors supplementing the lectures and recitation. A number of class periods devoted to student reports. Conducted in French.

3 hours a week, 1 semester, 3 credits

French 103 SURVEY OF FRENCH LITERATURE

History of French literature of the eighteenth and nineteenth centuries; outside readings and reports as in French 102. Conducted in French.

3 hours a week, 1 semester, 3 credits

French 104 MODERN LITERATURE

Study of trends in modern French literature and the works of representative modern and contemporary authors. Outside readings; class discussion and reports. Conducted in French.

3 hours a week, 1 semester, 3 credits

French 105 SURVEY OF FRENCH NOVEL

A study of the French novel from the seventeenth century to Proust. Outside readings and reports. Conducted in French.

3 hours a week, 1 semester, 3 credits

French 106 ROMANTIC PERIOD OF FRENCH LITERATURE

Rousseau, Chateaubriand, Mme de Staël, Lamartine, Vigny, Musset, Hugo. Conducted in French.

3 hours a week, 1 semester, 3 credits

French 200 SEMINAR IN FRENCH LITERATURE

Analysis of the works of a selected author or examination of a literary movement. Research, critical reports, and discussions. Conducted in French. A major course for Seniors.

Juniors may register for this course with special permission from the chairman of the department.

3 hours a week, 1 semester, 3 credits

GERMAN

Introductory

German 1 ELEMENTARY I

Elements of German grammar, pronunciation, simple reading. The elementary courses primarily stress the reading aim.

3 hours a week, 1 semester, 3 credits—Fall

German 2 ELEMENTARY II

Completion of basic grammar, reading of prose; a more systematic study of syntax; vocabulary building (cognates, synonyms, word formation, etc.); oral and written practice.

3 hours a week, 1 semester, 3 credits—Spring

German 3 INTERMEDIATE I

A rapid grammar review, reading of prose, poetry, and scientific material, composition, oral practice.

Open to students who have completed German 1 and 2 or who offer two years of high school German

3 hours a week, 1 semester, 3 credits—Fall

German 9 INTERMEDIATE II

Introduction to German literature, scientific material, and other material in the field of the student's specialization.

Required of students who have completed German 3 or who offer three or more years of high school German

3 hours a week, 1 semester, 3 credits—Spring

Advanced

German 100 READINGS IN GERMAN MASTERPIECES

A study of selected works of Lessing, Goethe, Schiller, drama and poetry. Study of the lives of these authors and the background of their time.

Open to students who have completed German 9

3 hours a week, 1 semester, 3 credits—Fall

German 101 THE GERMAN "NOVELLE" OF THE NINETEENTH CENTURY

A study of the *novelle* from the Romantic period to naturalism. Tieck, Kleist, Brentano, Fouqué, Hoffmann, Eichendorff, Droste-Hülshoff, Keller, Storms, Meyer, Hauptmann.

Open to students who have completed German 100

3 hours a week, 1 semester, 3 credits—Spring

SPANISH

Prerequisites for all advanced literature courses: Spanish 3 and 5 or their equivalents.

A minimum grade of B— is required in all College Spanish courses taken before the declaration of major.

Major

Required courses for students entering with two years of the language: Spanish 3, 5, 100A, 100B, 101, 102, 103, or 104, 105, 120, and 200. Students choosing Spanish as an area of concentration will follow the same sequence terminating with 102; to complete the 24 point requirement they must take 105 and 120.

Required courses for students entering with three or four years of the language: Spanish 5, 100A, 100B, 101, 102, 103, 104, 105, 120, and 200. Students



choosing Spanish as an area of concentration will follow the same sequence terminating with 102; to complete the 24 point requirement they must take 105, 120, and either 103 or 104. They may not substitute 200 unless they have the approval of the department chairman.

Plan A students are required to take besides the 30 credits in the major field: Greek 31, Latin 31, History 51, History 70, and Social Science 11.

Plan B students whose major is French are required to take besides the 30 credits in the major field, 18 credits in the following Spanish courses: Spanish 1, 2, 3, 5, 100A, and 100B for students beginning the language at the College; Spanish 3, 5, 100A, 100B, 101 or 102, and 120 for students entering with two years of the language; Spanish 5, 100A, 100B, 101, 102, and 120 for students entering with three or four years of the language.

Introductory

Spanish 1 ELEMENTARY

Fundamentals in grammar; exercises in reading and speaking simple Spanish.

Open to beginners

3 hours a week, 1 semester, 3 credits—Fall

Spanish 2 ELEMENTARY

Complete essentials in Spanish grammar with an intensive study of the subjunctive; vocabulary building; idioms. Reading of simple literary selections.

Open to students who have completed Spanish 1

3 hours a week, 1 semester, 3 credits—Spring

Spanish 3 INTERMEDIATE

Grammar review; vocabulary building; idioms; composition exercises. Introduction to Spanish-American civilization. Selected readings from the history of Spanish-American countries and their relations with the United States.

Open to students who have completed Spanish 1 and 2 and to those offering two years of high school Spanish.

3 hours a week, 1 semester, 3 credits—Fall

Spanish 4 INTERMEDIATE

Intensive letter writing with special emphasis on commercial correspondence. Conducted in Spanish.

Open to students who have completed Spanish 3 or its equivalent

3 hours a week, 1 semester, 3 credits—On demand

Spanish 5 SPANISH PHONETICS, COMPOSITION AND CONVERSATION

A study of applied principles of phonetics. Advanced study of grammar, vocabulary and idioms. Original composition. Conversation and discussion on selected topics. Short story telling. Careful attention is given to pronunciation and intonation.

Open to students who have completed Spanish 3 and to those offering three or more years of high school Spanish

3 hours a week, 1 semester, 3 credits—Fall and Spring

Advanced

Spanish 100A SURVEY OF SPANISH LITERATURE

A study of representative literature of Spain from its origins to the end of the

Golden Age. Discussions, reports assigned and supplementary reading in Spanish. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits—Fall and Spring

Spanish 100B SURVEY OF SPANISH LITERATURE

A continuation of Spanish 100A. The study of the literature of Spain from the eighteenth century to the twentieth. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits—Fall and Spring

Spanish 101 DRAMA OF THE GOLDEN AGE

A careful study and evaluation of Calderón and Lope de Vega; outside reading supplemented by lectures on works of Tirso de Molina, Ruiz de Alarcón and Guillén de Castro. Discussions and written reports. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits

Spanish 102 NOVEL OF THE GOLDEN AGE: CERVANTES

Careful reading and interpretation of *Don Quijote*, with the aim of providing a comprehensive view of Cervantes, including a study of the technique and construction of his works. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits

Spanish 103 19TH AND 20TH CENTURIES' LITERARY PRODUCTION

Development of the novel from the Romantic period. Pérez Galdós and his contemporaries, the naturalistic school. The "Generación del '98." Novelists and essayists. Discussions and written reports in Spanish.

3 hours a week, 1 semester, 3 credits

Spanish 104 CONTEMPORARY DRAMA

Study and evaluation of the outstanding works of the Romantic period. Detailed study of the most important dramatists of the twentieth century in Spain and Spanish-America. Discussions and written reports in Spanish, supplemented by lectures. Conducted in Spanish.

3 hours a week, 1 semester, 3 credits

Spanish 105 SPANISH CIVILIZATION

A study of the physical environment of Spain; the Spanish race; institutions of old and modern Spain; architecture, music, and painting.

3 hours a week, 1 semester, 3 credits

Spanish 120 THE MODERNIST MOVEMENT IN SPANISH-AMERICA AND SPAIN

The precursors. Rubén Darío and his followers. Outstanding study of the development of this movement in Spanish-America; writers of the movement in Spain. Lectures, discussions, and written reports in Spanish.

3 hours a week, 1 semester, 3 credits

Spanish 200 SEMINAR IN SPANISH AMERICAN LITERATURE

Analysis of the works of one or two Spanish American thinkers, of their political and historical environment. Research, critical reports and discussions. Conducted in Spanish. A major course for Seniors.

Juniors may register for this course with special permission from the chairman of the department.

3 hours a week, 1 semester, 3 credits—Spring

CHINESE

Course is suggested for undergraduates considering graduate study in the area of Asian history, or Asian literature, as the year of language required in this area.

Chinese 1 ELEMENTARY

The development of audiolingual and reading skills through a study of the essentials of grammar, pronunciation, and vocabulary. In conjunction with this course, the student will be required to work one additional hour a week in the language laboratory.

3 hours a week, 1 semester, 3 credits—Fall

Chinese 2 ELEMENTARY

Continuation of Chinese 1.

Open to students offering Chinese 1

3 hours a week, 1 semester, 3 credits—Spring

Classical Languages

The courses in classical languages aim to impart a knowledge and appreciation of the ancient Greek and Latin cultures that have contributed so largely to the foundations of Western civilization and have influenced so many fields of thought even to the present day.

Greek 31 HISTORY OF GREEK CIVILIZATION

Lectures, readings, and discussions. Origin of and chief elements in mythology, art, literature, and material progress of the ancient Greeks; their political development and national life; their systems of philosophy and principles of education; their expansion, colonies, and intercourse with other peoples; their influence on modern art, literature, and education. Visits to art museums of the metropolitan area are encouraged.

2 hours a week, 1 semester, 2 credits—Fall

Latin 11 THE CONFESSIONS OF ST. AUGUSTINE (*Selections*)

Reading of the narrative portions of the *Confessions*; lectures on Patristic Latin literature covering its relation to Greek Patristic literature and to contemporary non-Christian literature. Patristic Latin syntax and vocabulary, the life and times of St. Augustine, his place in the world of thought, his varied style, the problem of his conversion, the bibliography of the *Confessions*. Oral and written reports by the students.

Prerequisite: 3 years of high school Latin

2 hours a week, 1 semester, 2 credits

Latin 14 CICERO'S LETTERS

Translation of selected letters; a study of Cicero's private life and thought together with his political views as revealed in his correspondence.

Prerequisite: 3 years of high school Latin

2 hours a week, 1 semester, 2 credits

Latin 22 LATIN COMEDY

Selected plays of Plautus and Terence, evolution of Roman drama; comparative study of the style, diction, and technique of the two chief exponents of Latin comedy; meters used by Plautus and Terence; influence of Latin comedy on Shakespeare and Molière; development of Roman theatre. Collateral readings.

Prerequisite: 3 years of high school Latin

2 hours a week, 1 semester, 2 credits

Latin 31 HISTORY OF ROMAN CIVILIZATION

Lectures, readings, discussions. Origin of and chief elements in mythology, art, literature, and material progress of the ancient Romans; Hellenistic influence on Roman civilization; Roman character as manifested in early Roman institutions and as manifested in later Roman institutions under Greek and oriental influence; evolution of Roman Republic and Empire; fundamental principles of Roman government; Roman law; Roman conquests; spread of Roman civilization; Roman philosophy and education; roads; tunnels; architecture; literature; influence of Romans on modern art, literature, education, and governmental policies. Visits to art museums of the metropolitan area are encouraged.

2 hours a week, 1 semester, 2 credits—Spring

Philosophy

Reverend John C. Hession, M.A., *Chairman*; Stanley A. Nevins, M.A.; Sister Mary Lou Briody, Ph.D.

The Department of Philosophy seeks to introduce the student to the central themes of philosophy. She is encouraged to see philosophy as a personal activity whereby she may critically and reflectively question her experience of knowledge and value, her origin, nature, and human condition within the realm of being as a whole. The system courses examine the main elements of perennial philosophy; a historical survey acquaints the student with the actual growth and variety of philosophical positions, and the electives offered enable interested students to deepen their knowledge of the discipline.

Philosophy 14 LOGIC

Study of the fundamental laws of the art of right thinking; the three operations of the intellect; words and concepts; predictables and categories; division and definition; composition and division; the proposition; opposition, obversion and conversion; deduction; principles and rules of the syllogism; induction; argumentation; fallacies.

Required of Freshmen

2 hours a week, 1 semester, 2 credits

Philosophy 15 PHILOSOPHY OF NATURE

Principles of nature; the four causes; motion; the principle of finality; hylomorphism; time and space; philosophy and empirical science; nature of life; the soul; theories of human nature; Thomistic theory of man; immateriality and subsistence of the soul; origin and immortality of the human soul; human cognition; human appetite and will; freedom of the will, free will, and determinism.

Required of Juniors in their first semester

3 hours a week, 1 semester, 3 credits

Philosophy 16 GENERAL AND SPECIAL METAPHYSICS

Notion of being; divisions of being; being in transcendental and analogical; the transcendentals; the composition of substance and accident; the supposit and the person; causality and the four causes; the problem of knowledge; epistemological views of Descartes, Hume, and Kant; critique of perception; first principles; foundations of demonstrated knowledge; causality; spiritual beings; the existence of God and "the five ways" of St. Thomas; nature of God as known by His attributes; God and the world; the mystery of evil.

Required of Juniors in their second semester

3 hours a week, 1 semester, 3 credits

Philosophy 17 HISTORY OF PHILOSOPHY

Pagan philosophy: Greek and Roman eras; Patristic philosophy; the Scholastic synthesis; decline of Scholasticism.

Required of Sophomores in their first semester

2 hours a week, 1 semester, 2 credits

Philosophy 18 HISTORY OF PHILOSOPHY

Modern philosophy; Bacon and Descartes; reaction and transition in the seventeenth and eighteenth centuries; Kant; idealism, positivism and traditionalism in the nineteenth century; pragmatism, twentieth-century philosophies; neo-Thomism.

Required of Sophomores in their second semester

2 hours a week, 1 semester, 2 credits

Philosophy 19 CONTEMPORARY PHILOSOPHY

A study of the contemporary philosophers considering such themes as: the meaning of man; the world and self; man and God; the problem of atheism; hope and despair; good and evil; the meaning of love and interpersonal relations; meaning and absurdity; being and nothingness.

Prerequisite: Philosophy 18 and departmental approval

2 hours a week, 1 semester, 2 credits

Philosophy 20 LINGUISTIC ANALYSIS AND LANGUAGE ABOUT GOD

Historical survey of the growth of the Linguistic Analysis School. The attack on metaphysics. The challenge to theism. The response of theists.

Prerequisite: Philosophy 18 and Departmental Approval

2 hours a week, 1 semester, 2 credits

Philosophy 21 PLATO'S THOUGHT

An examination of major themes in the *Dialogues* of Plato such as ideas, pleasure, eros, the nature of man, the gods, education, politics, art.

Prerequisite: Philosophy 17 and departmental approval

2 hours a week, 1 semester, 2 credits

Philosophy 22 ARISTOTLE'S THOUGHT

A study of selected works of Aristotle. Aristotle's views on the nature of philosophy itself, on philosophical method, on the universe, man and man's moral and artistic activity are treated.

Prerequisite: Philosophy 17 and departmental approval

2 hours a week, 1 semester, 2 credits

Philosophy 23 PRINCIPLES OF AESTHETICS

Philosophical principles of aesthetics are discussed with particular application in music, literature, and art.

2 hours a week, 1 semester, 2 credits

Physical Education

Margaret Ward, M.A., *Chairman*; Elizabeth Gilbert, B.A.; *Norma Verdiner, M.S.; Maureen Lorenz, B.A.; Donna T. Murphy, B.A.

The courses in physical education are designed to effect the student's development in skills including coordination, accuracy, alertness, strength and endurance; beneficial use of leisure time through recreational activities, social consciousness through sportsmanship, cooperation, courtesy, leadership and fellowship.

Requirements: Four semesters of activity including one semester of Modern Dance, preferably in freshman year.

Physical Education 1

Fundamental skills and their use in basketball and bowling.

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 1a

Fundamental skills and their use in volleyball and badminton.

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 2

Fundamental skills in archery and golf.

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 3

Advanced skills and team play in basketball and bowling.

Prerequisite: Physical Education 1

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 3a

Advanced skills and team play in volleyball and badminton.

Prerequisite: Physical Education 1a

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 4

Advanced class in archery and golf.

Prerequisite: Physical Education 2

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 9 APPRECIATION OF PHYSICAL EDUCATION

A course designed to give the student through observation and participation, when possible, a better understanding and appreciation of physical education. It includes attending classes in team sports, individual and dual sports, and modern dance.

Required of students unable to fully participate in physical activities

1 credit, hours to be arranged

*On leave, 1969-1970.



Physical Education 11 MODERN DANCE

Fundamental techniques of movement stressing simplicity, directness, and freedom; exploration of movement, in space; study of the elements of rhythm and form.

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 12 MODERN DANCE

Continuation and development of movement techniques; study of elements of composition; original dance studies.

Prerequisite: Physical Education 11

2 hours a week, 1 semester, $\frac{1}{4}$ credit

Physical Education 13 MODERN DANCE

More advanced movement techniques; more time spent in original dance composition.

Prerequisite: Physical Education 12

2 hours a week, 1 semester, $\frac{1}{4}$ credit



Physical Sciences

Sister Saint Francis Dilgen, Ph.D., *Chairman*; Sister Marie Clotilde Falvey, M.A.; Sister Mary Corde Tymann, M.S.; *Sister Irene Francis Gearon, M.S.; *Sister Mary L. Maier, M.S.

The courses are designed to contribute to the student's general culture. Courses for majors carry the additional aspect of providing a background for graduate study and for vocational needs.

CHEMISTRY

A minimum grade of C is required in each freshman chemistry course before the declaration of a major.

German is recommended. The Graduate Record Examination is required of chemistry majors in January of the senior year.

Major

Required courses for:

Plan A students: Chemistry 22, 30, 31, 40, 41, 50, 60; Mathematics 15 and 16; Physics 1 and 2.

Plan B students: Chemistry 22, 30, 31, 40, 41, 60; Mathematics 15 and 16; Biology 1, 2 or 3, 4; Earth Science 1 and 2; Physics 1 and 2.

Chemistry 1 GENERAL CHEMISTRY

A study of atomic structure with emphasis on some typical non-metals and their compounds; the laws of chemistry and their applications.

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Fall

Chemistry 2 GENERAL CHEMISTRY

Continued study of the periodic table, metals, electrochemistry, chemistry of carbon and its compounds, radioactivity, and nuclear chemistry. A study of the fundamental principles of solution and chemical equilibrium, semiquantitative and qualitative analytical experimental procedures.

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Spring

Chemistry 3 GENERAL CHEMISTRY

An intensive study of the laws and concepts of chemistry with emphasis on the mathematical aspects.

Prerequisites: 85% in high school chemistry and department approval

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Fall

Chemistry 4 GENERAL CHEMISTRY

A continuation of Chemistry 3 using analytical procedures in the laboratory.

Prerequisites: Chemistry 3 or department approval

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Spring

Chemistry 22 ANALYTICAL CHEMISTRY

A study of the fundamental quantitative aspects of chemistry with laboratory procedures employing volumetric, gravimetric, and instrumental methods.

*On leave, 1969-1970.

Prerequisites: Chemistry 2 or 4

2 lectures, 6 hours laboratory a week, 1 semester, 4 credits—Fall

Chemistry 30 ORGANIC CHEMISTRY I

Study of the structural theory of organic chemistry relating the physical and chemical properties of representative aliphatic and aromatic compounds to their electronic structures. The laboratory will emphasize preparation, purification, and identification of organic compounds.

Prerequisites: Chemistry 2 or 4

3 lectures, 6 hours laboratory a week, 1 semester, 5 credits—Fall

Chemistry 31 ORGANIC CHEMISTRY II

A continuation of the integrated study of aliphatic and aromatic chemistry and an introduction to the chemistry of natural products.

Prerequisite: Chemistry 30

3 lectures, 6 hours laboratory a week, 1 semester, 5 credits—Spring

Chemistry 32 BIOCHEMISTRY

Study of animal biochemistry with reference to structure and functions of carbohydrates, lipids, proteins, enzymes and enzyme teams, vitamins, hormones, minerals.

Prerequisite: Chemistry 31

3 lectures, 1 semester, 3 credits

Chemistry 40 PHYSICAL CHEMISTRY I

The first half of a general course in physical chemistry: Gases, liquids, crystalline state of matter, elementary thermodynamics, solutions, homogeneous and heterogeneous equilibria.

Prerequisites: College Physics and Calculus

3 lectures, 1 semester, 3 credits—Fall

Chemistry 41 PHYSICAL CHEMISTRY II

The second half of a general course in physical chemistry: chemical kinetics, chemical thermodynamics, spectroscopy colloids, electrochemistry, atomic theory and structure of matter.

Prerequisite: Chemistry 40

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Spring

Chemistry 50 RESEARCH

A course allowing individual investigation in some special field of chemistry.

Required of chemistry majors during the senior year on Plan A

Minimum of 6 hours laboratory a week, 2 semesters, 2 credits

Chemistry 60 SEMINAR IN CHEMISTRY

A consideration of the problems and methods of scientific research.

Required of majors in senior year. Audited by majors in junior year

1 hour a week, 1 semester, 1 credit—Fall

Chemistry 112 ADVANCED INORGANIC CHEMISTRY

A study of modern theories of the reactivity and structure of inorganic compounds.

3 lectures a week, 1 semester, 3 credits—Fall

Science 40 RADIOISOTOPES

Isotope methodology and applications. Training in the operation and application of radiation counting equipment and monitoring devices in health physics, chemical separations, or biological applications.

Open to Seniors and Juniors

This course may be credited to any of the sciences

1 lecture, 3 hours laboratory a week, 1 semester, 2 credits

EARTH SCIENCE

Earth Science 1 DESCRIPTIVE ASTRONOMY

A study of the general nature and relationships between celestial bodies within the solar system, as well as phenomena in and beyond our galaxy.

Supplementary requirements: museum and planetarium visits; telescopic observations.

3 lectures, 2 hours laboratory a week, 1 semester, 4 credits—Fall

Earth Science 2 GENERAL GEOLOGY

A study of earth structure, geologic time and processes and their interpretations by map analyses; construction of block diagrams; the structure of crystalline forms with applications to rock and mineral analyses.

Supplementary requirements: field trips, museum and planetarium visits.

3 lectures, 2 hours laboratory a week, 1 semester, 4 credits—Spring

PHYSICS

A minimum grade of C is required in both Physics 1 and 2 for admission to an advanced course.

Physics 1 GENERAL PHYSICS—MECHANICS, MOLECULAR PHYSICS, HEAT, SOUND

Newton's law of motion, mechanics and properties of matter, mechanics of rigid bodies, work and energy, fluids in motion, molecular and atomic theory, special properties of matter due to molecular forms, elasticity; temperature, quantity of heat, work and heat, transfer of heat; wave motion and sound.

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Fall

Physics 2 GENERAL PHYSICS—MAGNETISM, ELECTRICITY, OPTICS, ATOMIC PHYSICS

Magnetism, electrostatics, electric circuits, electromagnetism; conduction through gases, radioactivity; nature of light, propagation and photometry, reflection, refraction, lenses, optical instruments, interference, diffraction, polarization.

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Spring

Physics 31 HEAT

Temperature and its measurement, calorimetry, specific heats, thermal expansion, transfer of heat, ideal gases, change of state, continuity of state, first and second laws of thermodynamics, reversibility, the Carnot cycle, the Kelvin temperature, entropy, the steam engine, refrigeration.

Prerequisites: Physics 1, 2

3 lectures, 3 hours laboratory a week, 1 semester, 4 credits—Spring

Physics 32 HEAT

Same content as Physics 31 but without the laboratory.

Prerequisites: Physics 1, 2

3 lectures a week, 1 semester, 3 credits—Spring

Physics 41 MECHANICS

Further study of statics and dynamics of particles and rigid bodies, kinematics, special rigid body motions; consideration of vectors, potential, and central forces.

Prerequisites: Physics 1, 2

3 lectures a week, 1 semester, 3 credits—Fall

Physics 52 INTRODUCTION TO MODERN PHYSICS I

Specific heats of gases, determination of electronic charge, positive rays, mass spectrograph, development of periodic table, radiant energy, atomic theory, hydrogen spectrum, x-rays, Compton effect, photoelectric effect.

Prerequisites: Physics 1 and 2

2 lectures a week, 3 hours laboratory a week, 1 semester, 3 credits—Fall

Physics 53 INTRODUCTION TO MODERN PHYSICS II

Radioactivity, radioisotopes, accelerators, nuclear reactions, fission, fusion, cosmic rays, elementary particles.

Prerequisite: Physics 52

2 lectures a week, 3 hours laboratory a week, 1 semester, 3 credits—Spring

Psychology

Reverend James J. D'Amato, M.S.; Sister M. Rosamond O'Keefe, M.A.; Raymond M. Kowalczyk, M.A.

The psychology courses are organized to present current empirical and theoretical inquiry in the science of behavior to the liberal arts student who seeks a systematic understanding of human personality, its motivations, and relations.

The program is designed for those students who need a solid preparation for graduate study; for those who intend to engage in any of the professions in which knowledge of psychological principles is fundamental; and for all who desire a sound cultural background in the diversified aspects of human relations.

Major

A departmental major stresses specialized training with attention to research, methodology, and independent reading. Seminar participation is required. The student must demonstrate a comprehensive knowledge of the field in the Advanced Examination of the Graduate Record Examination taken in her senior year. In lieu of this requirement, under special circumstances, an independent research report may be submitted.

A satisfactory record of attainment in the introductory course is basic to concentration in psychology. Psychology 11, 62, 63, and 70 must be included among the courses comprising the psychology major of 30 credits. The remaining credits are to be chosen from additional courses offered by the department. A course in statistics is to be included. To comply with the college requirement for the degree Social Science 51 is the preferred course, and the language option is to be offered in French or German. General Biology is the recommended science, and Biology 44 (Physiology) is especially relevant.

Psychology 11 INTRODUCTORY PSYCHOLOGY

An introductory survey of the field of general psychology, considering the methods of psychology and some of the main results and applications obtained from the study of human experience and behavior. Special attention is given to the normal adult. This course is generally basic to further work in psychology.

3 hours a week, 1 semester, 3 credits

Psychology 14 ADOLESCENT PSYCHOLOGY

A comprehensive survey of adolescent behavior in all its aspects, physical, mental, emotional, social, and moral. Problems of guidance and practical direction of adolescent development are given special consideration.

Prerequisites: Psychology 11, or Education 15

2 hours a week, 1 semester, 2 credits

Psychology 16 ABNORMAL PSYCHOLOGY

An investigation of the main forms of deviate experience and behavior with emphasis upon the explanatory principles. This survey considers the major psychoses, the neuroses, and psychopathic personality. Techniques of therapy are discussed.

Prerequisite: Psychology 11 or equivalent

3 hours a week, 1 semester, 3 credits—Spring

Psychology 18 PRINCIPLES OF PSYCHOLOGICAL TESTING

A survey of psychological measurement with emphasis upon tests of intelligence, personality, and special abilities. Techniques of administration and scoring and interpretation of results are considered.

Prerequisite: Psychology 11 or equivalent

3 hours a week, 1 semester, 3 credits—Spring

Psychology 20 SOCIAL PSYCHOLOGY

A psychological interpretation of the chief forms of social experience and behavior. Personality and culture, human conflict, and mass behavior including fashion, public opinion, propaganda, and the crowd are among the topics discussed.

Prerequisite: Psychology 11 or equivalent

3 hours a week, 1 semester, 3 credits—Fall

Psychology 24 PERSONNEL—INDUSTRIAL PSYCHOLOGY

A study of psychological principles applied to various problems of human efficiency in the areas of vocational adjustment and industrial and business processes, including advertising, consumer research, and selling.

Prerequisite: Psychology 11 or equivalent

3 hours a week, 1 semester, 3 credits—Fall

Psychology 32 PSYCHOLOGY OF PERSONALITY

A critical inquiry into contemporary concepts and methods of describing and understanding the individual. Factors in the development of personality, and practical aspects of personality adjustment are considered.

Prerequisite: Psychology 11 or equivalent

3 hours a week, 1 semester, 3 credits—Fall

Psychology 35 SYSTEMATIC PSYCHOLOGY

An historical and evaluative introduction to psychological systems and theories, stressing contemporary interpretations of the basic issues and problems of scientific psychology.

Prerequisite: Psychology 11 or equivalent

2 hours a week, 1 semester, 2 credits—Spring

Psychology 50 MENTAL HYGIENE

A survey of the basic principles, procedures, and problems in the maintenance and promotion of wholesome personality adjustment and mental health. Mental hygiene aspects of education are given special consideration. Case studies are used to demonstrate techniques employed in the modification of behavior and personality.

Prerequisite: Psychology 11 or Education 15

2 hours a week, 1 semester, 2 credits—Spring

Psychology 62 INTRODUCTION TO EXPERIMENTAL METHODOLOGY

A basic survey of methodological issues, stressing theory and technique in the experimental study of behavior. Illustrative experiments and demonstrations comprise a correlated laboratory program, with formal written reports.

Prerequisite: Psychology 11 or equivalent

2 lectures, 2 hours laboratory a week, 1 semester, 3 credits—Fall

Psychology 63 ISSUES IN EXPERIMENTAL PSYCHOLOGY

A lecture and laboratory course which covers significant issues, especially contemporary, within the field of experimental psychology.

Prerequisite: Psychology 62

2 lectures, 2 hours laboratory a week, 1 semester, 3 credits—Spring

Psychology 65 PHYSIOLOGICAL PSYCHOLOGY

Survey of the physiological correlates of behavior with emphasis on the structure and function of the nervous system.

Prerequisite: Psychology 11 or equivalent

3 credits—Fall

Psychology 66 THE PSYCHOLOGY OF LEARNING

Introduction to theories of learning including research methods and empirical findings; emphasis on the major problems of learning including implications for human learning and instruction.

Prerequisite: Psychology 11 or equivalent

3 credits—Spring

Psychology 70 TOPICAL SEMINAR

A specific topic of interest in the field of psychology is selected for critical and intensive investigation.

A substantial background in psychology is required for admission to this course.

2 hours a week, 1 semester, 2 credits—Spring

Social Sciences

John A. Arnez, Ph.D., *Acting Chairman*; Sister George Aquin O'Connor, Ph.D.; Ann Mollica, M.S.S.; Sister Joan Ancilla Blake, Ph.D.; Sister Lenore Kelly, M.A.

The Department of the Social Sciences consists of three divisions—sociology, economics, and political science. Its aim is to develop a broad understanding of social, economic, and political problems and to instill in the students an interest which may lead to a constructive activity in the solution of contemporary problems in these fields.

The College requirement of three credits in social science may be fulfilled in one of the following ways:

1. Majors in child study, history, and social science must take SS 11
2. Majors in other departments may choose from SS 11, 20, 40, 51

Majors in the Social Science Department

The major in social science consists of a 30-point concentration:

1. A minimum of 24 credits within the three divisions of the department. Nine of these credits must be in one special area—either economics, political science, or sociology-anthropology.
2. Required courses: Social Science 11, 20, 40, 80.
3. Under departmental guidance, the remaining six credits may be selected from related areas such as psychology or history.

The major in sociology and anthropology consists of a 30-point concentration:

1. A minimum of 24 points in sociology and anthropology.
2. The remaining six credits may be selected from related fields such as psychology, political science, economics, and geography.

Majors must maintain a minimum grade of C⁺.

Plan B students with a history major are required to take Social Science 6, 11, 20, 26 or 28.

Plan B' students concentrating in Social Science must take 24 credits. Courses of special value to these students are Social Science 6, 11, 20, 22, 40, 41, 45A, 47, 49, 50, 51. History, 16 and Psychology 11. History 1 and 2 or History 110 and 111 may also be included in the 24-credit social science sequence.

Plan B' students concentrating in Sociology may offer 24 credits from among the following courses: Social Science 22, 40, 41, 42, 43, 45, 46, 47, 48, 49, 51, 53, 80; Psychology 11, 20.

Students majoring in sociology are advised to take the following sequence:

1. SS 40 and SS 22 plus electives in sophomore year.
2. SS 48 and SS 51 plus electives in junior year.
3. SS 47 and SS 80 plus electives in senior year.
4. Psych. 11 and Psych. 20 as well as SS 11 and SS 20 are recommended.

Students contemplating a concentration in economics on the graduate level should take the following sequence of undergraduate courses:

1. Introductory Economics (SS 20)
2. Economic Analysis (SS 26)
3. History of Economic Thought (SS 28)

It would be very helpful to have:

1. Money and Banking (SS 23)
2. Statistics (SS 22)
3. Comparative Economic Systems (SS 25)

POLITICAL SCIENCE

Social Science 11 AMERICAN GOVERNMENT—FEDERAL

A study of the Federal Government in the United States, considering the political theory, the organization and procedure of the legislative, executive and judicial departments; limitations on government powers; relationship between Federal Government and the states; suffrage; police power; governmental activities.

Required course

3 hours a week, 1 semester, 3 credits

Social Science 1 INTRODUCTION TO POLITICAL SCIENCE

An introduction to the complex and varied subjects of politics and government, presenting some of the important concepts; the foundations of politics; the ends of the state; the development of political and legal institutions.

3 hours a week, 1 semester, 3 credits—Fall 1969

Social Science 2 CONSTITUTIONAL LAW

A study of the Constitution of the United States; its origin, theory, and development; a consideration of constitutional interpretation by the United States Supreme Court in leading constitutional decisions relating to police power, due process of the law, relation of federal and state powers; citizenship; powers of congress.

3 hours a week, 1 semester, 3 credits—On demand

Social Science 3 POLITICAL AND CIVIL RIGHTS

A study of civil rights, focusing on the four freedoms included in the Bill of Rights; due process of law, substantive and procedural.

Prerequisite: Social Science 11

2 hours a week, 1 semester, 2 credits—Spring 1970

Social Science 5 COMPARATIVE GOVERNMENTS

A study of political and governmental institutions and trends, with special attention to England, France, the U.S.S.R., Japan, and Germany.

Prerequisite: Social Science 11

2 hours a week, 1 semester, 2 credits—Spring 1970

Social Science 6 AMERICAN GOVERNMENT—STATE AND LOCAL

Analysis of the structure, powers, areas of operation and interrelationship of state and local units.

3 hours a week, 1 semester, 3 credits—Fall

Social Science 7 PARTY POLITICS IN THE UNITED STATES

The political parties, their organization, and activities, with concentration on current political campaigns, issues, and techniques.

2 hours a week, 1 semester, 2 credits—Fall 1970

Social Science 10 HISTORY OF POLITICAL THOUGHT

A critical analysis of the political thought of selected writers, from Plato to Marx, relating their ideas to the political, social, and religious environment in which they arose, and indicating their continued significance.

3 hours a week, 1 semester, 3 credits—Spring 1970

Social Science 12 MODERN POLITICAL THOUGHT

An analysis of the roots of modern democratic and nondemocratic political thought, with emphasis on nineteenth-century liberalism, Hegel, Marx, Nietzsche, and totalitarianism.

3 hours a week, 1 semester, 3 credits—Spring 1971

ECONOMICS

Social Science 20 INTRODUCTORY ECONOMICS

A description of economic life and problems; the market, pricing of goods and services; business cycle; corporate organization; the banking system; foreign trade; agriculture; labor organization; government expenditures and receipts.

3 hours a week, 1 semester, 3 credits

Social Science 21 INDUSTRIAL RELATIONS

Analysis of the role of labor in the American economy and of factors which contributed to the changing pattern of industrial relations. Great emphasis on present-day collective bargaining. Discussions include references to current labor issues.

2 hours a week, 1 semester, 2 credits—Fall

Social Science 22 STATISTICS

Collection and tabulation of statistical data. Sampling. Probability. Binomial distribution and the use of the normal curve.

3 hours a week, 1 semester, 3 credits—Spring

Social Science 23 MONEY AND BANKING

The role of money and credit in our economic system. Commercial banks and Federal Reserve System. International monetary relations.

Prerequisite: Social Science 20

3 hours a week, 1 semester, 3 credits—On demand

Social Science 25 COMPARATIVE ECONOMIC SYSTEMS

Study of various methods used to solve economic problems. Survey covers various economic systems from the enterprise system as implemented in the United States to the communist variants in the Soviet Union and Communist China.

2 hours a week, 1 semester, 2 credits—Fall 1969

Social Science 26 ECONOMIC ANALYSIS

Marginal analysis of the demand and supply, of individual firm, of perfect and imperfect competition.

Prerequisite: Social Science 20

3 hours a week, 1 semester, 3 credits—Spring

Social Science 28 HISTORY OF ECONOMIC THOUGHT

An analysis of major changes in economic thinking: mercantilism, physiocracy, classical school with its Marxist opposition, historical and marginalistic schools, Marshall, institutionalists, Keynes, and present-day trends.

Prerequisite: Social Science 20

3 hours a week, 1 semester, 3 credits—Fall

Social Science 61 INTERNATIONAL ECONOMIC PROBLEMS

Survey of current problems covering common market, international trade and monetary relations, aid to economic development and various international institutions for the promotion of economic co-operation.

2 hours a week, 1 semester, 2 credits—Spring 1970

Social Science 72 ECONOMIC GEOGRAPHY

Brief survey of the world population. The significance and spread of agriculture and mining, two primary activities.

2 hours a week, 1 semester, 2 credits—not offered, 1969-1970

Social Science 73 ECONOMIC GEOGRAPHY

World distribution of manufacturing and service industries.

2 hours a week, 1 semester, 2 credits—not offered, 1969-1970

Social Science 74 GEOGRAPHY OF ASIA

A geographic survey of contemporary Asia with emphasis on the area's economic activities.

2 hours, 1 semester, 2 credits—Fall 1969

Social Science 75 GEOGRAPHY OF AFRICA

A regional study of Africa and the geographic factors influencing economic development of the countries in this area.

2 hours, 1 semester, 2 credits—Spring 1970

Social Science 76 GEOGRAPHY OF THE WESTERN HEMISPHERE

A regional study of the countries in North and South America, their human and natural resources, their economies, patterns, land-use, settlement, and urban-industrial development.

2 hours a week, 1 semester, 2 credits—Fall 1970

Social Science 77 GEOGRAPHY OF EUROPE

Population, settlement, and economic geography of Europe including the Soviet Union.

2 hours a week, 1 semester, 2 credits—Spring 1971

SOCIOLOGY-ANTHROPOLOGY

Social Science 40 INTRODUCTORY SOCIOLOGY

A study of the basic concepts used in sociological analysis, particularly culture, types of social groups, processes of interaction, social class, population traits and trends.

3 hours a week, 1 semester, 3 credits

Social Science 41 SOCIAL PATHOLOGY

A study of the causes, meaning and treatment of the principal forms of maladjustment in modern society including problems of individual disorganization; juvenile

delinquency; drug addiction; alcoholism; social adjustment of the chronically ill, physically handicapped, mentally disordered, and mentally deficient; community disorganization; minority conflicts, religious and racial.

2 hours a week, 1 semester, 2 credits—Spring

Social Science 42 INTRODUCTION TO SOCIAL WORK

Scientific approach to social work as a profession within the structure of modern society; its principles and application of concepts.

Techniques of observation, interviewing, elements of a social history, interpretation of case material. Methods of casework, group work, community organization; role of the social worker functioning in variety of settings—as practitioner; as consultant to allied fields.

Limited to Juniors and Seniors

2 hours a week, 1 semester, 2 credits—Spring

Social Science 43 CRIMINOLOGY

The character, causes, and treatment of crime; special attention given to juvenile delinquency, its treatment, and prevention; the concepts underlying modern penological and correctional procedure in criminal cases; penal and reformatory institutions, and the principles and methodology of probation and parole.

2 hours a week, 1 semester, 2 credits—Spring

Social Science 45A URBAN SOCIETY

Study of the scale and pace of urbanization both in and outside the United States, with special interest in the cities in (the) process of modernization; American city analyzed from the viewpoint of ecology.

Prerequisite: Social Science 40

3 hours a week, 1 semester, 3 credits—Fall

Social Science 46 MARRIAGE AND THE FAMILY

Marriage as a sacrament and the family as a social institution examined in both the historical and contemporary context; discussions include theoretical problems; sociological, psychological, canonical, and legal.

Open to Seniors only, unless special permission is granted by the department

2 hours a week, 1 semester, 2 credits—Fall

Social Science 47 SOCIOLOGICAL THEORY

The development and continuities of theoretical concepts and orientations in sociology against the intellectual and social backgrounds of their times. Differing schools of thought and representative works.

Prerequisite: Social Science 40

3 hours a week, 1 semester, 3 credits—Spring 1970

Social Science 48 RESEARCH METHODS

Theory and practice in the research process with emphasis on the statement of a problem, sampling, and various techniques of collecting and analyzing data.

Prerequisite: Social Science 40

3 hours a week, 1 semester, 3 credits—Fall

Social Science 49 MINORITIES

Problems of adjustment and assimilation of minorities to the American culture, focusing on the experience of the Irish, Italians, Jews, Puerto Ricans, and Negroes in New York.

3 hours a week, 1 semester, 3 credits—Spring

Social Science 50 SOCIAL CHANGE

Theories of social change and their application to developed and underdeveloped communities.

Prerequisite: Social Science 40

2 hours a week, 1 semester, 2 credits—Spring

Social Science 51 CULTURAL ANTHROPOLOGY

Descriptions of the cultures of the world, including the social organization, economic structure, religion, and the life of the individual in selected primitive cultures.

3 hours a week, 1 semester, 3 credits—Fall

Social Science 53 THE CULTURES AND PEOPLES OF AFRICA

An anthropological analysis of the indigenous cultures of Africa with particular stress on the area south of the Sahara.

Prerequisite: Social Science 51 or equivalent

2 hours a week, 1 semester, 2 credits—Spring

Social Science 80 SEMINAR IN SOCIAL SCIENCE

Required of majors, this course is now open to other qualified students as well.

Section 1: Current Issues in Sociology

Section 2: Current Issues in Economics

Section 3: Current Issues in Political Science

Prerequisites: at least 12 credits in the social sciences, and the approval of the chairman of the department

1 hour a week, 1 semester, 1 credit—Fall

Social Science 80A

A student who wishes to do intensive research and present a paper developing a topic in depth may thereby earn one additional credit.



Speech

Mary A. Shea, M.A., *Chairman*; Sister John Baptist Hull, M.A.; Rosemary Latham, M.A.

The purpose of speech training is to provide students with the means for active participation in oral communication. Courses in the Speech Department are planned so that students may learn how to get and hold attention in speech situations, to say what they wish to say in their classes, to stir up rich meanings when reading aloud, to make characters in plays live, and to express their convictions effectively in public.

Speech 5 is the prescribed course for freshmen. The Chairman of the Speech Department may, however, on the basis of a speech diagnosis, recommend a course in lieu of Speech 5.

The Speech Department provides clinical services for undergraduates who wish to improve their voice and speech patterns.

Major

In keeping with the liberal arts tradition of the College, a general major is offered with courses selected from the arts and sciences of speech.

Students may major in speech under Plan A or Plan B.

To complete a major students must earn thirty credits approved by the department. In addition to the freshman speech requirement, these credits should include Speech 2, 7, 8 or 9 or 10, 12, 19, 20.5 or 20.6, 30, and 33. The remaining credits may be elected with departmental guidance according to students' interests and needs. Students who major under Plan A or those who intend to teach in the secondary schools may count five credits in English toward the required thirty credit major. These credits should be selected from among the following: English 21, 30, 31, 35, 36, 52. Students who plan to teach Speech Improvement in the elementary and junior high schools should elect Speech 21.5, 22.5, 22.6, 24, 25, 26.

A student under Plan B', choosing an area concentration in the Speech Department, may select either

Area Concentration I, which stresses the sciences basic to speech and includes courses in speech, psychology, and biology.

or

Area Concentration II, which stresses basic forms of communication and includes courses in speech and English.

Speech 2 PHONETICS

Detailed study of the sounds of English; use of International system of sound description and notation; study of intonation patterns; practice in dictation and transcription; the use of phonetics as an aid in eliminating common speech errors.

2 hours a week, 1 semester, 2 credits

Speech 5 VOICE AND DICTION

Emphasis is placed upon acquiring proficiency in speech and voice—with participation in the various speech activities. Speech recordings are made by all students.

2 hours a week, 1 semester, 2 credits

Speech 7 PUBLIC SPEAKING

History of public speaking, including a study of classic orations and modern speeches; techniques of speech making; the use and evaluation of source materials; frequent practice in preparation and delivery of speeches of various types; special conferences in connection with individual work.

2 hours a week, 1 semester, 2 credits

Speech 8 ORAL INTERPRETATION I

The aim of the course is to stimulate the appreciation of English literature through study and practice in oral interpretation of poetry, prose and drama. The first semester is devoted to the narrative in poetry and prose, the ballad, the lyric, and the sonnet.

2 hours a week, 1 semester, 2 credits—Fall

Speech 9 ORAL INTERPRETATION II

The course is carried along the same lines as Speech 8, with special emphasis on the oral interpretation of the familiar essay, the dramatic monologue, and selected dramatic scenes. Participation in Readers' Theatre is an important part of the work of this course.

2 hours a week, 1 semester, 2 credits—Spring

Speech 10 CHORAL SPEAKING

Study of the forms of choral speaking; application of the principles of oral interpretation in the preparation of literature for choral presentation; arrangement and direction of programs.

2 hours a week, 1 semester, 2 credits—On demand

Speech 12 ADVANCED PHONETICS

Continuation of Speech 2, including considerable practice in dictation and transcription using narrow transcription. The class studies in detail the phenomenon of assimilation in connected speech and makes a special study of phonemes and comparative phonetics.

Prerequisite: Speech 2

2 hours a week, 1 semester, 2 credits—Spring

Speech 19 SPEECH CORRECTION

Types of speech disorders; diagnostic and remedial techniques.

2 hours a week, 1 semester, 2 credits—Fall

Speech 20.5 SPEECH PATHOLOGY I

Intensive study of major speech and hearing disorders.

2 hours a week, 1 semester, 2 or 3 credits

Speech 20.6 SPEECH PATHOLOGY II

Intensive study of major speech and hearing disorders (continuation of Speech 20.5).

2 hours a week, 1 semester, 2 or 3 credits

Speech 21.5 CLINICAL PROCEDURE AND PRACTICE

Case demonstrations in diagnosis and remedial treatment. Supervised practice in clinical work.

2 class hours and 4 laboratory hours per week, 4 credits—On demand

Speech 22.5 AUDIOLOGY

Study of the nature of hearing loss—its causes and prevention. Consideration of medical and surgical treatment, prosthetic devices, and educational provisions.

2 class hours and 2 laboratory hours a week, 1 semester, 3 credits

Speech 22.6 SPEECH READING AND AUDITORY TRAINING

Study of the basic principles of speech reading and auditory training. Methods and materials in both areas and their application in the training of the acoustically handicapped.

2 hours a week, 1 semester, 2 or 3 credits

Speech 24 VOICE SCIENCE

Study of the anatomy, physiology, and physics of the vocal apparatus, as well as a survey of research in voice science.

2 hours a week, 1 semester, 2 credits—On demand

Speech 25 PSYCHOLOGY OF SPEECH

The psychological study of communication; application of the psychological processes in the development of speech and language, in public speaking, oral interpretation, and speech correction.

Prerequisite: Psychology 11 or Education 15

2 hours a week, 1 semester, 2 credits—On demand

Speech 26 LITERATURE AND STORYTELLING FOR CHILDREN

A study of available literature for children. Techniques and practice in storytelling.

2 hours a week, 1 semester, 2 credits

Speech 27 PARLIAMENTARY PROCEDURE

A study of the basic principles of parliamentary procedure.

1 hour a week, 1 semester, 1 credit—On demand

Speech 30 PRINCIPLES OF ACTING

Fundamentals of acting including character analysis and pantomime.

2 hours a week, 1 semester, 2 credits—Fall

Speech 33 PLAY PRODUCTION

A study of the principles involved in the mechanical aspects of play production; organization and direction of amateur dramatic groups; practice in stage design.

2 hours a week, 1 semester, 2 credits—Spring

Speech 47 PUBLIC DISCUSSION

Study of the techniques of leading and participating in public discussion. Emphasis on various forms of group discussion with practice in each.

2 hours a week, 1 semester, 2 credits—Fall

Speech 57 DEBATE

Principles or argumentation and debate. Participation in various forms of debate.

2 hours a week, 1 semester, 2 credits—On demand

Theology

Reverend Michael J. Cantley, S.T.D., *Chairman*; Reverend Richard W. Ferris, S.T.L.; Reverend Michael J. DeVito, M.A.; Sister Josephine Marie Cavanaugh, S.T.L.

The courses in theology examine the content of the Christian message. The emphasis is placed on its historical roots, its moral foundations, its philosophical principles and revealed truths. The purpose is to present Catholic truth as divine, unique, complete but developing, and livable.

Theology 11 COMPARATIVE RELIGIONS

Religions of the world, Hinduism, Buddhism, Confucianism, Mohammedanism, Judaism; their part in the modern ecumenical movement; their agreements and disagreements with the Catholic religion.

For Juniors and Seniors

2 hours a week, 1 semester, 2 credits—On demand

Theology 20 THE FOUNDATIONS OF BELIEF

The examination of the limits of reason; study of the virtue of faith and the motives of credibility; introduction to Holy Scripture; study of the Catholic Church as the teacher of revealed truths.

Required of Freshmen

2 hours a week, 1 semester, 2 credits

Theology 21 SALVATION HISTORY I

Old Testament; preparation for the coming of Christ; the biblical concept of God; creation as a transient act of God; the creation of the world, angels and man; the formation of the people of God; description of progressive revelation.

Required of Sophomores

2 hours a week, 1 semester, 2 credits—Fall

Theology 22 SALVATION HISTORY II

The New Testament as a fulfillment of the Old Testament; the meaning of the Incarnation; the life and teachings of Christ; a study of the Gospels and Epistles; the bestowal of Grace; the mother of Christ; and the intercession of the saints.

Required of Sophomores

2 hours a week, 1 semester, 2 credits—Spring

Theology 23 THE CHURCH OF CHRIST

The meaning of the liturgy; the sacraments, in general and in particular; history and necessity of Divine worship; the Mass, liturgical and theological development and meaning.

Required of Juniors

2 hours a week, 1 semester, 2 credits—Fall

Theology 24 CONTEMPORARY RELIGIOUS PROBLEMS

Comparison of the Catholic and non-Catholic positions on Christ; the Catholic Church, the fonts of revelation, man and his salvation; all in the light of Scripture and the current ecumenism; conscience and freedom, psychology of religion; spiritual theology.

Required of Juniors

2 hours a week, 1 semester, 2 credits—Spring

Theology 25 CONTEMPORARY CHRISTIAN MORALITY

History of moral theology; some modern theories as legalism, antinomianism, situationism; restatement of the ideal of the Christian life and the means of attaining it; law, virtue, grace, fellowship, union of Christians with one another, the common effort to form a Christian environment.

Required of Seniors

3 hours a week, 1 semester, 3 credits—Fall or Spring

Theology 30 THEOLOGY OF THE LAITY

A historical and theological investigation of the nature and the function of the laity in the Catholic Church; special considerations are to be given to the contributions of Congar, Kraemer and K. Rahner.

2 hours a week, 1 semester, 2 credits—On demand

Theology 31 CHRISTIAN ANTHROPOLOGY

An in-depth study of man; the divine dimensions of human existence; original sin, in Scripture, in explication, in the teaching Catholic Church, in the world; man and the sense of the sacred; interpretation of the data of eschatology; emphasis on the writings of De Lubac and K. Rahner.

2 hours a week, 1 semester, 2 credits—On demand

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*On leave, 1969-1970

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Robert Radus, *Assistant Professor of French*

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*On leave, 1969-1970

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B.A., M.A., Mus. D., University of Toronto; F.T.C.L., Trinity College, London
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- Sister Mary Beatrice Schneller, *Professor of Biology*
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B.A., St. Joseph's College for Women; M.A., Columbia University

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Alumnae Association

The College is committed to the belief that its responsibility to its graduates is never concluded. For this reason, it supports its religious, cultural, and social activities wholeheartedly and offers to the Association the use of its facilities and the benefit of its assistance. The Alumnae Office is located in the Administration Building.

*On leave, 1969-1970

The Alumnae Association of St. Joseph's College for Women is organized to promote the interests of the College, including continuing the close relationship between the College and its onetime students that was developed during their undergraduate days. Its membership includes all those upon whom the College has conferred a degree and those who have matriculated and indicated a desire to remain associated with the College.

It is governed by an Executive Board composed of fifteen elected alumnae, the Executive Secretary, and the chapter chairmen. The Alumnae Association provides scholarships to the College, including a scholarship aid program for the daughters of alumnae. A magazine, *Alumnagram*, is published twice yearly for the more than 3,500 alumnae.

The Alumnae Association is a member of the American Association of University Women, the American Alumni Council, and the International Federation of Catholic Alumnae.

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Staten Island

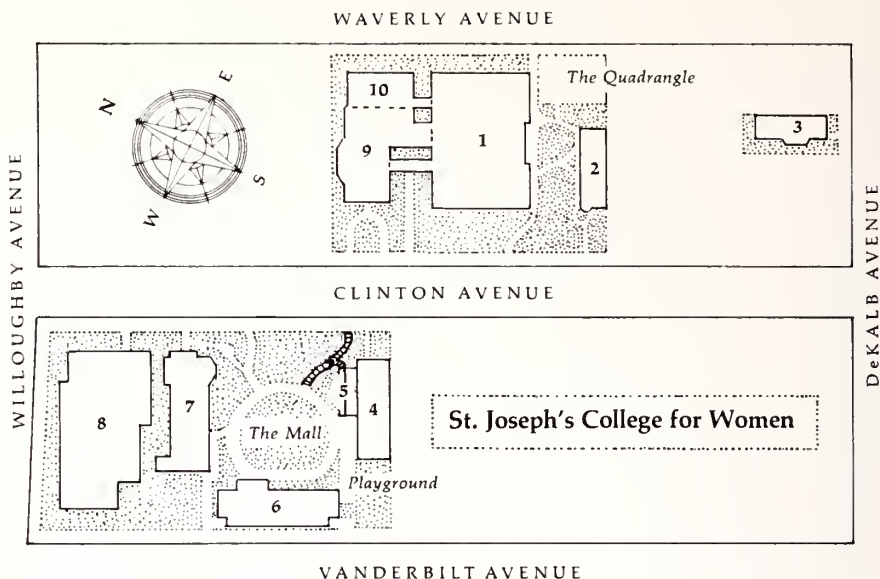
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Westchester-Connecticut

Mrs. George Falvella (Mary Dowling '43), 332 Field Point Rd., Greenwich, Conn. 06832



Legend

- | | |
|---|--|
| <p>1. Main Building
245 Clinton Avenue
Administration Offices
Admissions Office
Alumnae Room
Auditorium
Business Office
Classrooms
Chemistry Department
Little Theatre
Physics Department
Registrar's Office</p> <p>2. Lorenzo Hall
253 Clinton Avenue
Department offices
Student Smoker</p> <p>3. Student Activities Building
285 DeKalb Avenue</p> <p>4. Faculty Residence
252 Clinton Avenue</p> <p>5. Thomas E. Molloy Memorial
Outdoor Theatre</p> | <p>6. Dillon Child Study Center
239 Vanderbilt Avenue
Child Study Department Offices
Preschool
Testing, Speech, and Remedial Offices</p> <p>7. Convent,
232 Clinton Avenue</p> <p>8. McEntegart Hall
222 Clinton Avenue
Cafeteria
Chapel
Classrooms
Language Laboratory
Library</p> <p>9. 245 (the former Pratt Mansion)
Chapel
Faculty Residence</p> <p>10. Main Building-Annex
Biology Department
Student Lounge</p> |
|---|--|

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Location

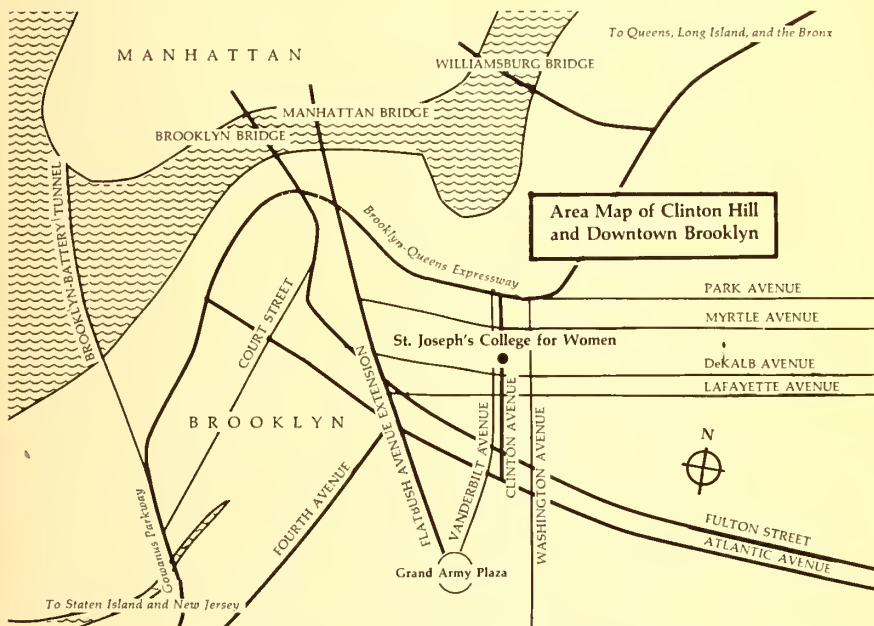
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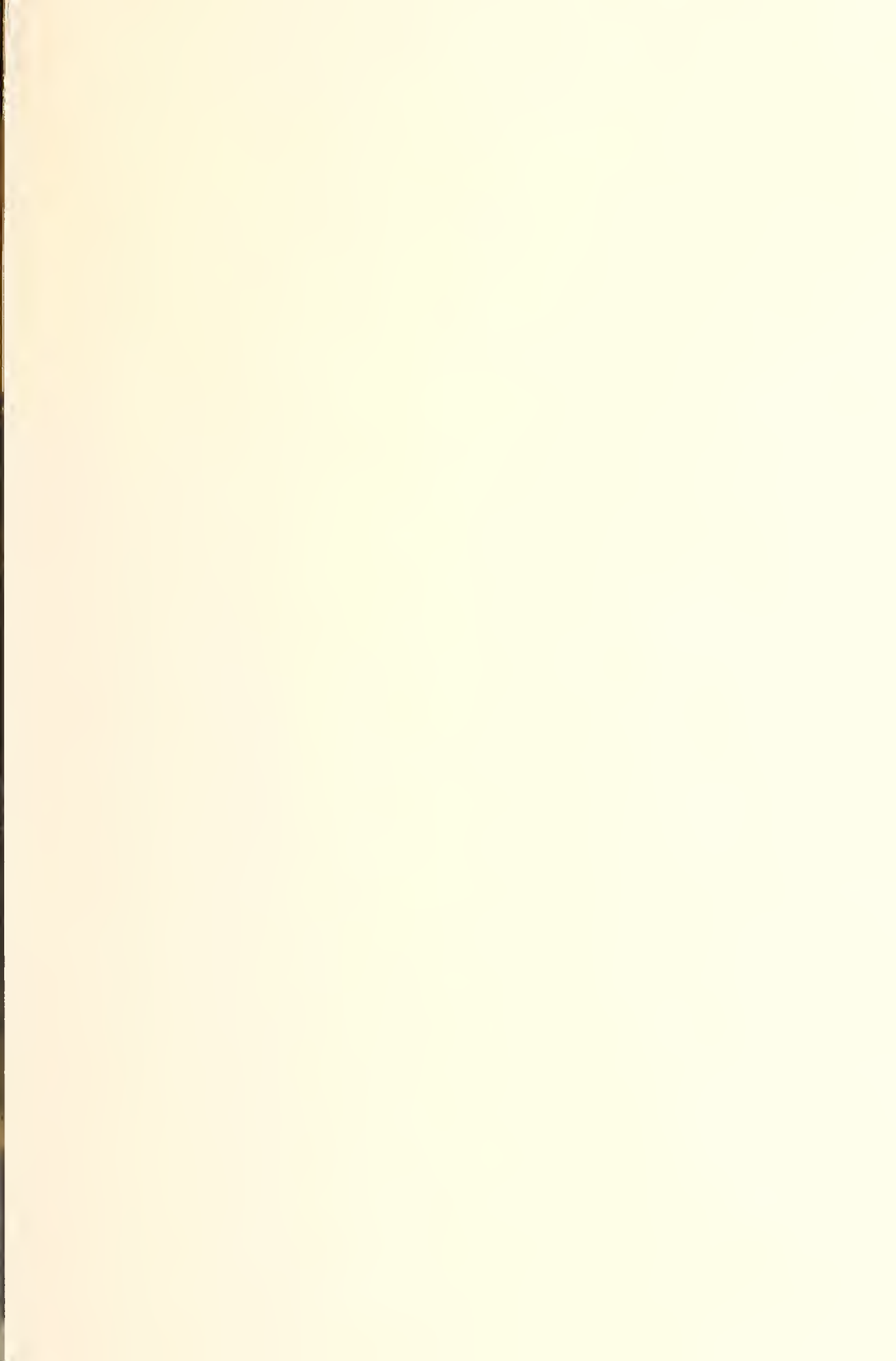
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CAR: Atlantic Avenue
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Park Avenue
Vanderbilt Avenue
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